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ABSTRACT

An evaluation of a project which initiated an organized program of vocational guidance for the Lower Dauphin Junior High School in Hummelstown, Pennsylvania is described. A special program emphasis had been developed for each of the three grade levels. It was not possible to evaluate the grade 8 program; however, two evaluation forms were used in the grade 7 program and proved to provide sufficient information to make an estimate of the relevancy and appropriateness of the program. The evaluation tool used for the grade 9 program was the self-concept and motivation inventory. This instrument was administered twice for providing information to be used in the statistical evaluation of program effectiveness. The instrument proved unsatisfactory for this purpose, but gave valuable information concerning the individual. The learning activities for grades 7, 8, and 9, making up the bulk of the document (283 pages), are appended. Organized as lesson plans for each grade level, objectives, teaching suggestions, procedures, required materials, and instructional materials are provided. Grade 7 materials (52 pages) emphasize self-evaluation, grade 8 materials (79 pages) stress vocational interest development, and grade 9 materials (53 pages) deal with career planning and decision-making. (VA)

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CAREER
OPPORTUNITIES
POTENTIAL
EVALUATION

GRADES
7
8
9

A PROJECT TO DEVELOP LEARNING EXPERIENCES AND GUIDANCE TECHNIQUES IN THE AREA OF CAREER CHOICE WHICH WILL BE IMPLEMENTED THROUGH A GUIDANCE PROGRAM AND THE JUNIOR HIGH SCHOOL CURRICULUM

B

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LOWER DAUPHIN SCHOOL DISTRICT
HUMMELSTOWN, PENNSYLVANIA 17036

1971 – 1972

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INTRODUCTION TO THE NEED

Young people are not miniature adults just waiting to grow up physically. On the contrary, we recognize that young people have their own unique way of seeing the world which changes with increased knowledge of self and the world in which they live, and the results of interacting with their environment. Therefore, if they are to cope with the demands of adulthood, they must become involved with experiences at the level of understanding which will enable them to evaluate their potentialities and the conditions they will face, put to use the knowledge they have acquired, and develop the necessary attitudes toward people and themselves.

At the present time the Lower Dauphin Junior High has no established program for vocational or career development. The addition of the Dauphin County Technical School has made it imperative that we establish a program of this nature for those students whose interests, aptitudes, and abilities might lie in this direction. The curriculum choices for those students not interested or eligible for the Dauphin County Technical School have been greatly expanded to the point that decision making is more important than ever before. Students now have the opportunity to select from 210 courses offered in the Lower Dauphin Senior High. The guidance staff views a need to help students develop decision making abilities as a priority. The experience of this first year (1970-71) with the expanded curriculum has made this quite evident. The plan for this project is to develop the sequential activities which will assist the decision making process for students in the Lower Dauphin Junior High School.

The limited amount of activities available in vocational or career development led to a need to develop new ideas and approaches to this vital part of the guidance program.

For the above reasons we feel the priority should be on the Lower Dauphin Junior High level at this time. Although the guidance staff plan to develop and establish a program of career opportunities in the near future for both the high school and elementary levels.

Only those research findings that adhere to increasing the valuable dimensions upon which to plan a program of career opportunities for students have been included here. We do not want to reject other ideas of experts, but in a limited project, some had to be omitted.

Robb believes [1] that to provide a process of career guidance that can be effective for all people that the following premise be accepted. "Career guidance of individuals is a primary responsibility of schools, and a joint effort of teachers, of administrators, and of qualified, concerned specialists. It is a team effort which cannot be conducted by counselors alone...Basic services for individuals must be created and delivered by the educational system.

So long as we lack up-to-date information about worker supply and job demands we will continue to educate people for jobs that do not exist. Most schools do not possess accurate, comprehensive, up-to-date information about careers. Almost any school library or guidance counselor's bookshelf will substantiate this appalling lack."

Robb continues 2/A guidance program that concentrates unduly on the question of how to get admitted to college does a gross disservice to millons of young Americans...It bears repeating again and again that the surest way for young people to be denied their proper options in career choice is to withhold from them essential information. To be uninformed is to be without a choice.

Osipow writes that the junior high school level environment requires more explicit career planning 3/. Three kinds of tasks come to mind. The first is a more explicit demonstration to the student of the relationship between what he does in school now and what will happen to him vocationally and personally later on. Second, some exploration of the world of work is necessary. This exploration should not aim to give him an encyclopedic knowledge of what kinds of work exist in the world, but rather should strive to give him the tools to canvass that world and to get some conception of its breadth. It should teach him to relate aspects of it to himself. Third, junior high school programs should begin to teach kinds of behaviors that may be employed to foster development both in school and in his decision-making skills. This the time when the student should accelerate the pace with which he learns how he may exert control over his life.

Osipow says 4/ Adolescents should be prepared to make a series of decisions which have vocational implications, the results of which will be reassessed from time to time, possible leading to new directions. Students might well be taught how to make decisions which leave open the maximum number of alternatives, and successively sharpen the focus of their career direction as they mature. Youngsters need to learn how to plan; how to collect data, process it, develop alternatives, and make reasonable decisions on the basis of these alternatives and estimates of their outcome.

Havinghurst, Piaget, and Erikson, provide the concept of developmental tasks and life stages. This reinforces the theoretical concepts of those who have been conducting research specifically in the field of vocation choice. Havinghurst's 5/developmental tasks of middle childhood picture the child as one learning the skills for "handling simple tools," as building wholesome attitudes toward oneself as developing "a scale of values," and as one "achieving personal independence."

Bennett in her discussion of techniques of probelm solving and decision making states 6/ "These (self-appraisal) techniques involve assisting the counselees to develop critical and creative thinking...Awareness can be fostered of the universality of many human problems, the meaning of uniqueness of personality, the scope of occupational opportunities, and the possibilities inherent in socioeconomic changes.

Bennett also explains that 7/ The question of value standards is vital in decision making and should always be included in both group and individual guidance.

Super proposed a definition of vocational guidance which emphasized a 8/ "process of helping a person to develop and accept an integrated picture of himself and his role in the world of work, to test this concept against reality, and to convert, it into a reality, with satisfaction to himself and to society... Further, this process is seen as self-concept oriented, primarily designed to focus on self-understanding and self-acceptance to which can be related the self-relevance of the outer-limiting and outer-limiting factors which define or influence the environmental options available to the individual. This approach also stresses importance of counseling resting upon a base of self-attitudes and value sets which an individual understands and accepts and can use to maximize his own freedom to choose or engage the opportunities which seem to have relevance for meeting his needs, desire, and inner urgings.

Wolfbein 9/ in his discussion about the import of manpower field expectations for the future listed as a point that the guidance profession must play a critical role in helping to increase and broaden the vocational pathways along which students move.

Some other early pioneers in the search for a more comprehensive theory on occupational choice were Ginzberg and his collaborators 10/. As a result of their case studies, vocational choice is seen as more than matching personal traits and job requirements; rather it is a dynamic process stretching over a period of time, and it evolves after passing through various stages of development. In each stage there exists within the individual a level of identification with the roles of others, of decision making, of reality testing, of the refinement of interests and values. Emerging from this interaction with the environment is the individual's self-concept which is central to much of what he does with his life.

Tiedeman and O'hara see career development as a process of differentiating and integrating of the personality to form an ego-identity 11/. They have identified six stages in the developmental sequence; anticipation, exploration, crystallization, choice, clarification, and adjustment. It is evident from these constructs that the elements of a developmental process and the self are fundamentally a part of an evolving career choice.

Katz 12/ explored in a more extensive manner the role of values influencing a person's vocational choice. "The acceptance of a role, involves primarily the acceptance of values," writes Katz. "In other words although the role of an individual may be composed of and described in terms of many attributes, the individual's values are the mediating force that binds the attributes together, weights them, organizes them, integrates them, and finally enables them to be activated in an organismic way in decision making."

Katz also suggests that if we accept this argument of the importance of values 13/ "the student's exploration and examination of values must be of prime concern for guidance."

Another theoretical exploration appropriate to career choice is that of making decisions. Even in those cases where getting a job is "accidental", there has to be some kind of decision made. Hackman 14/says, "The counselor's job is to facilitate decisions upon which the counselee's future depends. The more we can help our clients to learn to make decisions in as rational a manner as possible, the more we will help them make 'better' (*for them*) vocational choices... Decision making usually involves weighting alternatives with the related element of risk which involves probability for success and ultimate financial gain. The alternatives can be grouped as intrapersonal, interpersonal, and extrapersonal-economic factors. 15/

Barry S. Ramper
Jacquelyn F. Douglass
Lower Dauphin School District

INTRODUCTION TO THE NEED

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10. The Chautauqua Project, Title VIII ESEA, Chautauqua County Boces, Box 250, Fredonia, New York 14063

12. Coronet Learning Programs, Coronet Films, Chicago 1, Illinois

13. Science Research Associates, Inc., 259 East Erie Street, Chicago, Ill. 60611

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OBJECTIVES

1. To develop and to design cognitive and affective learning activities of sufficient quantitative and qualitative substance as to provide meaningful experiences for the students and at the same time unfold some of the various processes involved in a career choice.

2. To work with all the Lower Dauphin Junior High Departments, especially the Social Studies Department, to implement career development activities as an integral part of all the junior high curriculum.

3. To develop in the students an awareness of school as a potent force for the student in his ultimate choice of a career.

4. To orient teachers and administrators to the need for affective education.

5. To provide materials for use by counselors, teachers and students for the exploration of human values, attitudes, interests and abilities.

6. To provide counselors and teachers with a greater in depth understanding of human values, attitudes, interests, and abilities.

7. To develop or to discover an instrument already developed to test cognitive awareness of human values, attitudes, interests, and abilities to be used as an evaluation before and after introduction into the Lower Dauphin Junior High School Career Opportunities Potential Evaluation Program.

ESEA Title III, Project 164
Lower Dauphin School District

ABSTRACT

COPE (Career Opportunities Potentential Evaluation) is a project which initiates the organized program of vocational guidance for grades seven, eight, and nine at Lower Dauphin Junior High School. Since absolutely no previous provision existed to meet this need of our students, we developed the basic structured framework upon which a logical progression of stages in student development could be built.

For purposes of organization, an area of special concentration which would serve as a central theme for the year's work was chosen for each of the three grades; however, there is, of course, a necessary and desirable overlap. Some changes and extensions or additions were made as judged necessary from the actual operation of the program during the past year.

The emphasis in seventh grade was placed upon values. Activities centered upon recognition of values and provided opportunities to accentuate desirable ones and modify or eliminate those which would interfer with the students adjustment to a realistic and satisfactory career choice. It was discovered the students wanted as well as needed a section on study habits. This will be added to the seventh grade program in future years and has been included in the program as written.

Interests were the focal point of the eighth grade section. Activities to assist the student to actually understand himself and distinguish his own personal interests from those imposed upon him by peers, parents, or society were outlined. Broadening student background and consequently opening new interest possibilities was also considered. The eighth grade program will be activated next year since plans to put it into operation along with those of the other two grades were hampered by lack of staff interest and availability. From the seventh grade experience it was deemed wise to extend the consideration of values through both

eighth and ninth grade because additional experience and maturity of the students of each stage would make in depth understanding of this most important aspect of self more likely to be achieved adequately. The section of study habits will be given to the eighth grade next year to fullfill the requirements of this class; however, it will properly be covered in seventh grade next year and in all the succeeding years.

Acquisition of occupational information as well as realistic acceptance of self were the twin goals of the ninth grade section. The activities were designed to culminate in the attempt to achieve congruence between these two elements so that a tentative choice of a broad career goal could be made. Every attempt was made to foster the student's awareness of the prime importance of keeping open all avenues of choice which might be desirable for him or might become desirable as he grows in education and experience. The consideration of values as continued throughout all grades was added in the revision of the ninth grade program.

Because it was felt that student involvement was even more important in a career development program than in other areas this program was designed to be almost completely activity oriented and motivated. Lesson plans were written for each grade level to insure a sufficient quantity of materials for effective operation under whatever circumstances might exist in future years of operation.

The pressure of competing for grades was eliminated by the nature of the activities. Homework was also eliminated and any work done outside of the classroom was done at the discretion of the student. A strenuous effort was made to utilize all possible audiovisual aids and novel techniques in order to keep interest and motivation high. The audio-visual aids to be used were incorporated into the session activities plans and included the tape recorder, filmstrip projector, record player, 8mm film loops and the reader-printer.

Two evaluation forms provided by the Career Development Service were used in the seventh grade and proved to be satisfactory in that they provided sufficient information to make an estimate of the relevancy and appropriateness of the program possible. The ninth grade evaluative tool used was the SCAMIN (Self-Concept and Motivation Inventory). It was administered twice for the purpose of providing information to be used in the statistical evaluation of the programs effectiveness. It proved unsatisfactory for this purpose, but gave valuable information concerning the individual and will be retained for this reason. A more subjective tool resembling the one used at the seventh grade level is planned. The eighth grade program was not evaluated since it was not operative. An evaluation method will be either selected or developed for future years.

Since the career development program must be flexible in its presentation, materials were varied and provision was made for activities that in some years may not be used because of lack of time. The lessons presented will be chosen only after evaluating the group and its reaction to the program. Being able to read the career temperature of a group is an important function of the counselor or teacher who will be responsible for presenting the career material.

ESEA Title III, Project 164
Lower Dauphin School District

EVALUATION

Table I 4

Dear Student:

You have just completed the first part of the Career Opportunities Potential Program. The purpose of this program was to help you gain a better understanding of yourself. In order to determine whether you have gained a general understanding of the concepts in the program, we are asking you to given an honest reply to each statement below by checking the response which best will express your feelings:

		Yes	No	Not Sure
1.	You understand the purpose of the Career Opportunities Potential Program	85.7%	2.3%	11.9%
2.	You know how much it depends on you and how your life pans out	88.1%	3.3%	8.6%
3.	You know some of the changes a person undergoes during his adolescent years	86.3%	4.2%	9.5%
4.	You know some of the basic desires people seek to satisfy	68.2%	12.2%	19.6%
5.	You know how to make a self-study of yourself	66.1%	7.1%	26.8%
6.	You know some of the abilities which people possess	85.1%	5.7%	9.2%
7.	You know the importance of making the best use of your mental ability	83.3%	3.0%	13.7%
8.	You know the value of having a good name	87.2%	4.8%	8.0%
9.	You know what one must consider when deciding on a part-time job	69.9%	8.6%	21.5%
10.	You know the importance of being a good sport or fair-minded	92.2%	1.8%	6.0%
11.	You know the importance of being able to read	93.2%	2.1%	4.7%
12.	You know some techniques for improving your study habits	59.2%	12.8%	28.0%
13.	You know the importance of knowing the facts before forming an opinion	72.6%	8.6%	18.8%
14.	You know the value of having good health	94.9%	2.4%	2.7%

EVALUATION

Table I 4

	Yes	No	Not Sure
15. You understand what is meant by mental health	80.1%	6.3%	13.6%
16. You have a better understanding of emotions	66.9%	6.0%	27.1%
17. You know what things you must do or consider to become somebody	75.3%	3.6%	21.1%
18. You know some of the characteristics or traits which help one attain success	70.5%	6.0%	23.5%

TOTAL TESTED 336

ESEA Title III, Project 164
Lower Dauphin School District

EVALUATION

Table II 4

Dear Student:

You have just completed another part of the Career Opportunities Potential Program. The purpose of this program was to help you gain a deeper understanding of yourself and your relationships with others. In order to determine whether you have gained an understanding of the concepts of the program, we are asking you to give an honest reply to each statement below by checking the response which best expresses your feelings:

		Yes	No	Not Sure
1.	You know the importance of planning ahead	90.7%	2.5%	6.8%
2.	You have a better understanding of the importance of school	74.1%	12.7%	13.2%
3.	You know the importance of why one should stay in school	89.8%	4.0%	6.2%
4.	You have a better understanding of mental abilities	74.7%	4.3%	21.0%
5.	You know the importance of being able to think for yourself	92.9%	.6%	6.5%
6.	You know how to make a self-appraisal of yourself	70.1%	6.8%	23.1%
7.	You have a better understanding of parents	73.1%	19.8%	7.1%
8.	You have a better understanding of teachers	58.6%	21.6%	19.8%
9.	You know the importance of good manners	87.6%	3.1%	9.3%
10.	You know some ways to get people to like you	72.5%	3.4%	24.1%
11.	You realize the importance of regular attendance in school	82.7%	9.0%	8.3%
12.	You realize the seriousness of deliberate destruction of property	86.7%	8.4%	4.9%
13.	You know some ways in overcoming disappointments	74.7%	4.3%	21.0%
14.	You know some ways of meeting uncertainties in life	64.5%	4.3%	31.2%
15.	You know a method to solve or attack a problem	74.4%	20.4%	5.2%

EVALUATION

Table II 4

		Yes	No	Not Sure
16.	You know the importance of planning for the increased leisure time which will occur in your later life	74.1%	5.9%	20.0%
17.	You have a better understanding of some responsibilities you will have when the country falls into your hands to run	48.5%	20.1%	31.4%
18.	You have a better understanding and appreciation of what democracy means	49.4%	18.2%	32.4%

TOTAL TESTED 324

EVALUATION TABLE III
(Ninth Grade)

CODE	SCORES			
Student #	G/NA	FA	RE	SA
1	57	61	52	47
	52	55	54	48
2	69	72	56	56
	68	63	57	57
3	52	49	51	48
	42	36	46	54
4	65	65	59	58
	69	66	61	67
5	55	57	51	41
	54	57	57	46
6	63	55	49	53
	51	49	48	50
7	62	65	59	57
	60	57	59	52
8	49	36	43	46
	56	59	51	48
9	63	61	58	46
	59	60	59	47
10	62	65	56	44
	57	71	56	38
11	55	62	53	43
	64	62	51	43
12	60	63	45	54
	59	63	52	51
13	65	65	53	46
	60	63	50	48
14	65	68	52	49
	53	55	49	48
15	56	55	53	54
	66	62	60	50
16	61	65	54	40
	49	55	45	43

CODE	SCORES			
Student #	G/AN	FA	RE	SA
17	60	59	53	48
	64	59	56	49
18	64	63	56	44
	55	50	48	46
19	62	63	52	51
	58	57	50	56
20	61	71	46	37
	63	69	53	52
21	67	68	52	47
	67	70	55	48
22	64	62	51	47
	67	64	53	41
23	69	72	60	53
	66	70	58	57
24	67	71	60	48
	69	63	60	57
25	74	65	77	64
	75	64	64	62
26	68	60	57	54
	72	60	63	53
27	56	55	58	48
	54	50	51	40
28	44	58	52	48
	56	57	51	51
29	79	65	60	62
	74	62	63	70
30	59	59	53	42
	58	66	50	42
31	71	78	60	53
	67	71	54	59
32	57	59	55	46
	62	53	62	44

CODE	SCORES			
Student #	G/AN	FA	RE	SA
33	75	63	65	62
	59	63	52	49
.34	67	64	52	53
	66	70	56	48
35	60	67	60	44
	62	61	53	45
36	57	54	56	46
	56	46	56	66
37	63	56	58	52
	71	56	63	54
38	63	50	53	56
	65	56	52	59
39	60	56	54	50
	58	52	49	48
40	72	71	59	42
	75	69	55	50
41	65	63	46	41
	55	69	61	46
42	54	51	52	49
	48	49	48	44
43	75	65	61	62
	66	66	55	56
44	71	68	60	50
	64	64	58	51
45	67	63	54	52
	68	63	53	47
46	55	53	54	45
	54	54	49	39
47	65	65	57	50
	46	53	41	43
48	54	58	52	43
	59	56	57	42
49	70	70	54	48
	58	62	50	50
50	59	53	55	55
	58	54	52	46

CODE	SCORES			
Student #	G/AN	FA	RE	SA
51	65	63	53	52
	73	63	60	60
52	70	66	54	59
	62	59	52	51
53	74	68	64	61
	68	64	56	52
54	34	37	42	50
	57	58	50	46
55	55	60	49	45
	64	62	47	41
56	70	63	54	54
	62	62	60	57
57	36	53	44	49
	47	48	57	44
58	66	63	57	45
	64	62	54	42
59	23	20	36	44
	73	73	64	52
60	56	63	62	48
	50	45	51	44
61	69	63	57	52
	50	51	50	39
62	70	64	64	60
	74	71	65	63
63	72	66	62	53
	66	61	56	55
64	35	42	42	41
	60	49	50	45
65	60	56	51	53
	72	64	58	57
66	65	62	55	51
	62	56	53	43
67	59	51	53	44
	57	51	51	43
68	66	48	47	33
	56	54	44	33

CODE	SCORES			
Student #	G/AN	FA	RE	SA
69	63	61	57	50
	69	62	53	45
70	76	71	60	55
	70	60	62	53
71	73	66	63	66
	72	61	60	52
72	71	73	60	53
	70	63	59	50
73	65	63	50	55
	64	63	48	49
74	40	37	43	56
	50	58	56	44
75	60	57	30	48
	56	54	49	46
76	67	67	55	56
	64	73	65	50
77	38	42	45	51
	53	57	49	49
78	54	67	50	36
	57	59	49	42
79	73	70	62	46
	62	61	51	48
80	55	60	52	44
	40	39	24	33
81	60	55	57	45
	57	49	57	52
82	69	73	55	53
	58	64	47	46
83	57	55	56	47
	54	55	50	48
84	68	67	48	45
	61	65	52	51
85	40	59	47	56
	59	58	60	48
86	67	59	57	55
	61	57	56	55

CODE	SCORES			
Student #	G/AN	FA	RE	SA
87	67	71	54	52
	62	65	52	47
88	58	53	52	49
	60	54	53	48
89	48	48	46	47
	49	48	47	47
90	70	74	57	52
	74	71	60	50
91	59	61	54	51
	61	61	56	53
92	62	62	52	49
	65	59	56	57
93	66	64	54	44
	68	60	57	43
94	76	66	75	72
	78	71	61	60
95	67	71	59	56
	64	45	58	62
96	63	62	52	49
	55	43	57	50
97	59	58	50	49
	56	59	57	47
98	58	59	53	49
	56	56	57	52
99	52	55	45	44
	52	49	49	58
100	64	62	57	54
	62	62	55	55
101	78	76	69	70
	79	76	73	69
102	57	63	52	59
	50	52	54	37
103	67	64	58	54
	57	53	55	49
104	55	58	45	57
	52	56	44	46

CODE	SCORES			
Student #	**G/AN**	**FA**	**RE**	**SA**
105	65	70	54	44
	60	71	59	52
106	63	60	53	44
	64	62	54	47
107	70	63	62	50
	61	62	63	43
108	76	74	50	55
	49	65	56	51
109	61	57	55	51
	61	53	52	49
110	65	70	56	44
	64	66	58	40
111	77	75	64	58
	73	71	58	56
112	28	32	33	46
	69	57	60	52
113	60	71	70	47
	65	70	61	46
114	69	66	55	56
	63	66	49	54
115	67	70	59	46
	65	59	52	51
116	67	60	56	56
	67	63	56	59
117	63	59	57	52
	49	58	44	46
118	66	64	58	48
	58	61	52	50
119	70	67	60	51
	75	64	61	57
120	59	56	54	52
	59	57	49	42
121	60	70	53	44
	65	63	55	52
122	70	69	62	45
	74	68	58	56
123	70	73	56	51
	68	69	58	57
124	58	63	56	51
	63	63	53	48
125	66	65	60	58
	61	54	49	61
126	64	63	55	38
	66	78	60	38
127	70	60	57	46
	68	61	65	49
128	63	62	49	47
	62	62	50	45
129	77	70	72	67
	74	64	66	61
130	59	61	58	44
	59	61	57	44
131	64	66	52	48
	51	66	52	49
132	61	57	47	40
	71	67	54	47
133	61	56	53	54
	62	56	50	50
134	69	60	62	55
	71	61	52	59
135	66	60	60	55
	68	57	57	57
136	61	64	46	48
	61	63	52	40
137	59	60	54	49
	54	54	54	53
138	63	58	56	56
	66	65	65	63
139	66	66	60	56
	66	58	55	59
140	51	51	39	43
	50	47	45	45

CODE	SCORES			
Student #	G/AN	FA	RE	SA
141	62	58	50	49
	48	47	49	45
142	64	64	63	52
	65	62	58	54
143	65	58	50	48
	54	51	53	44
144	52	48	57	48
	43	52	40	59
145	63	62	55	49
	54	45	48	52
146	59	57	56	53
	59	56	55	51
147	54	58	52	50
	52	51	54	46
148	59	65	55	48
	71	62	59	56
149	65	60	55	50
	61	55	54	50
150	70	68	66	61
	70	66	59	52
151	61	62	57	47
	60	61	58	48
152	58	63	51	47
	64	59	49	49
153	44	52	42	46
	51	48	54	41
154	66	67	53	47
	61	61	51	49
155	70	74	57	56
	62	58	48	50
156	64	53	47	47
	58	53	48	45
157	61	61	54	51
	69	58	48	62
158	74	66	66	54
	67	65	55	60
159	50	54	55	42
	69	64	56	53
160	60	71	50	44
	65	73	57	52
161	70	75	59	45
	68	78	60	48
162	67	68	60	61
	69	64	60	58
163	61	62	45	43
	49	56	48	43
164	56	53	52	52
	66	51	41	56
165	61	56	55	49
	60	48	52	47
166	64	62	52	48
	63	63	48	46
167	73	75	54	52
	69	66	53	54
168	54	68	52	38
	59	62	53	43
169	69	65	59	48
	65	59	62	50
170	68	65	60	59
	62	74	47	52
171	67	65	58	50
	56	72	54	52
172	58	57	58	45
	59	62	45	49
173	68	51	58	46
	42	52	48	43
174	54	64	56	51
	65	63	51	48
175	69	61	50	43
	61	62	49	47
176	65	61	57	47
	51	59	49	46

CODE	SCORES			
Student #	G/AN	FA	RE	SA
177	57	59	50	46
	55	55	54	42
178	59	61	51	46
	56	52	55	48
179	34	46	40	43
	35	45	42	40
180	61	59	58	52
	63	61	60	54
181	71	72	53	48
	68	69	53	50
182	56	54	55	49
	58	48	49	60
183	65	60	60	51
	59	55	53	46
184	59	65	54	48
	69	62	62	57
185	54	59	53	46
	66	50	57	55
186	62	54	48	45
	67	60	50	51
187	62	67	59	49
	55	60	54	46
188	72	71	56	52
	68	73	63	52
189	58	58	49	46
	56	67	50	41
190	66	67	54	58
	67	64	67	56
191	59	61	55	54
	61	61	55	49
192	70	55	57	58
	57	58	48	44
193	58	59	56	46
	58	67	57	44
194	61	59	55	46
	52	58	57	39

CODE	SCORES			
Student #	G/AN	FA	RE	SA
195	40	47	45	46
	52	44	52	51
196	72	74	62	59
	85	80	57	62
197	70	66	53	54
	62	59	54	53
198	64	66	50	53
	61	64	51	45
199	65	55	60	55
	64	62	58	48
200	76	75	64	61
	34	37	22	21
201	51	49	57	43
	48	62	46	46
202	66	56	61	60
	56	41	56	58
203	57	63	52	44
	62	54	55	51
204	61	58	53	40
	58	55	54	41
205	68	67	49	46
	73	70	60	53
206	68	69	61	59
	70	73	57	66
207	70	64	59	55
	66	65	59	55
208	64	36	54	48
	40	32	27	24
209	70	58	59	51
	57	55	49	49
210	61	59	55	51
	63	60	54	57
211	78	78	65	63
	78	55	53	49
212	69	55	51	56
	61	52	56	53

CODE	SCORES			
Student#	G/AN	FA	RE	SA
213	64	65	56	55
	54	60	50	48
214	51	45	44	54
	35	58	38	46
215	52	50	46	45
	56	48	48	38
216	55	54	50	46
	55	52	50	46
217	53	54	54	48
	65	63	55	56
218	73	69	51	54
	66	62	59	48
219	58	61	53	50
	62	64	50	49
220	53	54	57	46
	58	58	61	50
221	64	59	55	49
	38	40	42	46
222	71	69	54	53
	67	62	63	58
223	68	71	58	48
	61	64	54	43
224	67	72	65	51
	52	47	50	50
225	64	63	56	48
	51	57	40	44
226	63	63	56	54
	61	60	52	57
227	66	52	62	57
	64	48	56	52
228	70	70	64	52
	67	65	64	53
229	66	69	59	60
	68	71	64	54
230	65	61	62	48
	48	51	51	45

CODE	SCORES			
Student #	G/AN	FA	RE	SA
231	69	68	60	58
	61	63	52	49
232	59	64	55	41
	53	57	51	38
233	69	67	49	44
	66	65	49	49
234	72	65	64	56
	76	58	66	64
235	60	60	53	56
	68	74	57	59
236	74	74	57	58
	74	75	63	69
237	55	55	56	42
	57	65	57	41
238	66	69	60	54
	69	63	64	54
239	54	55	50	50
	50	60	50	51
240	63	67	48	50
	76	69	55	58
241	58	50	49	45
	58	47	53	46
242	34	53	35	40
	65	55	61	49
243	58	63	55	53
	62	57	57	54
244	56	50	45	46
	61	62	46	45
245	48	48	49	39
	45	52	44	45
246	59	52	53	49
	64	63	55	51
247	73	67	60	50
	71	67	54	56
248	72	72	57	49
	63	73	59	46

CODE	SCORES			
Student#	G/AN	FA	RE	SA
249	62	59	53	44
	62	61	54	46
250	46	50	46	47
	42	49	47	36
251	65	61	54	49
	62	60	53	47
252	63	65	57	44
	64	63	53	45
253	65	58	53	49
	46	47	49	44
254	72	71	67	59
	75	71	66	56
255	68	66	63	60
	73	63	53	52
256	63	58	58	54
	40	46	36	42
257	68	74	57	59
	54	42	58	52
258	69	67	57	49
	64	66	58	52
259	64	65	61	45
	61	68	65	48
260	50	50	51	53
	52	52	50	54
261	55	60	48	45
	54	50	50	47
262	60	57	51	50
	56	50	49	49
263	66	75	52	48
	63	66	53	50
264	65	71	60	49
	58	65	56	50
265	63	36	56	61
	44	38	42	53
266	65	63	53	51
	72	65	55	55

CODE	SCORES			
Student#	G/AN	FA	RE	SA
267	68	67	55	51
	71	41	56	41
268	64	70	55	50
	57	53	49	51
269	69	73	61	55
	65	68	59	57
270	57	63	47	45
	60	57	52	40
271	65	62	52	55
	66	64	60	59
272	38	38	37	38
	43	40	40	33
273	56	56	51	46
	63	54	53	48
274	62	56	53	54
	57	58	53	55
275	72	71	62	59
	67	65	57	56
276	72	66	64	56
	77	75	66	62
277	61	64	52	52
	61	56	52	50
278	64	56	50	53
	67	55	53	52
279	76	77	64	51
	63	74	53	51
280	61	61	57	49
	45	50	49	48
281	75	77	75	61
	74	66	67	63
282	52	57	45	48
	53	54	50	54
283	69	70	65	65
	70	69	58	65
284	62	64	56	41
	44	52	42	32

CODE	SCORES			
Student#	G/AN	FA	RE	SA
285	71	72	67	56
	71	65	63	53
286	46	53	50	46
	45	42	49	47
287	65	63	54	42
	68	52	44	51
288	72	71	63	53
	70	84	58	55
289	56	61	57	44
	56	62	54	51
290	39	56	45	46
	51	46	48	49
291	71	69	56	54
	71	60	54	55
292	68	63	58	48
	65	49	48	44
293	51	54	48	48
	45	43	43	46
294	56	64	56	50
	65	62	51	51
295	27	72	45	45
	50	49	48	46
296	61	59	54	50
	62	57	54	47
297	61	65	54	53
	67	62	59	47

CODE	SCORES			
Student#	G/AN	FA	RE	SA

TOTAL TESTED 297

RESULTS AND FINDINGS

Some elements of the program were relatively easy to control. The lesson plans for learning activities were produced in the quantity and of the quality desired because sufficient counselor committment and diligence were present. The materials and equipment secured were more than adequate and we believe methods to insure their effective use have been devised.

Student response and participation proved to be even better than expected. It must be noted, however, that a program such as this should not be under taken without the full cooperation of all staff who will be involved and with the understanding that the amount of extra effort required resembles an iceberg since the larger portion is not readily apparent.

The objectives as stated in the project proposal seem to have been achieved successfully when they were concerned directly with the students and activities. The areas in which we feel less success was achieved are those with less direct student contact e.g. teacher and administrator orientation. This may be the logical result of the fact that getting the program into operation was the item of priority. Necessity dictated the postponement of refinements and improvements when they involved other than the project staff. Never-the-less, valuable advantages are to be gained by accomplishing the orientation and education of district personnel as soon as possible. Where feasible, this should be done before any other steps are taken.

When any career program at all is operating in a district, it is probably wiser to begin with the lowest class, adding another year's program as that class progresses and picking up each class as it enters. Our ninth grade program was influenced, there is no doubt, by the fact that the students had no background of programs in former grades to help them utilize the materials in the best possible manner; however, because of the immediate need of this class for career guidance, it seemed advisable to involve the class in the program even though subsequent grades will be able to participate more satisfactorily because of their advantage of experiences in preceding years.

Evaluation presented a problem which has not yet been resolved. The instrument used in the seventh grade tested understanding and pupil reaction in a subjective way, but it was possible to make valid generalizations concerning the program. (See Tables I & II) This procedure seems to present the best possibility for adaptation to our needs. The SCAMIN (Self-Concept and Motivation Inventory) was used in the ninth grade evaluation. (See Table III) It was administered at the beginning of the program and again near the end. Although it was appropriate for measuring the elements involved in the years activities and provided valuable information for use in working with individual students, it presented insurmountable barriers to its use statistically for group progress evaluation as we had originally intended. It will be retained for its outstanding value in counseling. The question has arisen of whether a statistical evaluation on a short term basis is possible or even desirable.

Amplification of the program to make provision for at least group, if not individual differences is indicated. To most efficiently use available counselor time it is felt that small group counselling would be the best answer; however, a room is not presently available. To further provide for the individual, an expanded, accessible guidance library is indicated so that the students could initiate motivated activities independently without subjecting other students to participation in areas that are of no interest or benefit to them at their particular stage of development.

Interestingly, the project seemed to take on additional objectives as it progressed. As each task, originally planned, reached accomplishment, a host of additions and improvements presented themselves and the objectives consequently became increasingly more ambitious. A career development program seems to grow in scope with each success. Perhaps it continues to change and hopefully to improve in order to maintain its original vitality.

CONCLUSIONS

1. Students given the opportunity, recognize their basic need for education in career development; and they not only cooperate wholeheartedly with provisions to satisfy it, but also voluntarily seek to have such provisions expanded.

2. A satisfactory career development program cannot be accomplished solely within the confines of counselor effort and authority.

3. Administration effort is necessary to provide facilities and insure the proper functioning of staff. The program is jeopardized by dependence on makeshift room and schedule arrangements as well as on strictly voluntary cooperation of staff.

4. Teacher involvement adds immeasureably to the scope of results because of the large periods of time they have with the students as compared with the scant one period per week for a limited number of weeks that is available to the counselor.

5. Appropriate measuring instruments are difficult to discover.

6. Career development cannot be terminated after a prescribed period; student interest and awareness continue and grow.

7. Public relations efforts directed toward parents and community is necessary.

8. A single program is not adequate for all students in the later program stages. Some attempt should be made to make provision for individual specialized differences (concentration on vo-tech, college prep., technical, etc., where indicated and desired)

RECOMMENDATIONS

1. Possibilities for an expanded guidance library and quarters suitable for small group counselling should be explored.

2. A cooperative effort of administration and counselors should be made to identify guidance priorities and organize a plan for optimum use of staff and facilities available.

3. Since a closer partnership with teachers is imperative, opportunities should be sought to present the COPE program to staff and possibly to use the Valuing--Teachers Training Workshop during in-service time.

4. The staff should work on development of evaluative instruments.

5. The program should be extended into senior high school and later, perhaps, expanded to the elementary level.

6. Information dissemination should be expanded.

7. Supplementary plans for specific occupational training levels should be begun.

8. Group counselling should be explored as a possible solution to the difficulties presented by program expansion.

ESEA Title III, Project 164
Lower Dauphin School District
Grade ____

INFORMATION SYSTEMS

"An information system is designed to effect the flow of relevant information from producers to potential users. It is the systematic collection, documentation, retrieval, and dissemination of selected information for its intended audience." The following information systems were used in the COPE Project.

"VEIN is a modern information system for the vocational, technical and continuing education practitioner in Pennsylvania. Its base for operations is The Ganser Library, a vitalized educational media facility, on the campus of Millersville State College."

"ERIC is the Educational Resources Information Center, designed and supported by the U. S. Office of Education. It is a national information system; a source for obtaining information relevant to education and a network of decentralized information centers called clearinghouses."

"PENNSCRIPTS is a system designed to (1) collect, organize and synthesize career information; and (2) to package the data in a modern, microfilmed format suitable for student use through the aid of a reader-printer device.

APPENDIX I

ESEA Title III, Project 164
Lower Dauphin School District
Grade 6

Theme: Orientation--What We Need To Know About The
Lower Dauphin Junior High School

Rationale For Using Grade 6: The school system has five elementary schools sending students to seventh grade. An orientation program has been initiated at the end of sixth grade to tell these students what they can expect when they enter the junior high.

Rationale For Using The Theme: The information that individuals obtain will play an important role in the adjustment process. Therefore, it is necessary to present information in a meaningful way for each student to find his own way.

Trial Population:

School	No. of Boys	No. of Girls
Conewago	10	18
East Hanover	43	27
Hummelstown	59	36
Londonderry	52	51
South Hanover	37	25
Total	201	157

Total Students 358

ESEA Title III, Project 164
Lower Dauphin School District
Grade 6

PERIOD I

ORIENTATION

Objectives:

To introduce the Lower Dauphin Junior-Senior High School to the sixth grade students by using a slide program and informal discussion of questions that arise from the presentation, or from prior information that students have obtained.

Suggestions to Counselors:

This first meeting will set the frame of mind with which the students will enter the junior high. Honesty and sincerity should be evidenced when questions are answered. The techniques will at first rely on the counselor presentation. At the close of the counselor presentation, it is imperative that the students be encouraged to enter into a question and answer discussion.

Procedures:

Introduce yourself and where you are from. Start the slide program immediately with an attention getting scheme. Example: Jet plane taking off, fire engine with siren wailing.

The program will consist of slides of the Lower Dauphin Junior-Senior High School. These slides should be kept up-to-date periodically. They should consist primarily of the activities of a seventh grade student. The narrative should be recorded with interesting background music.

Equipment Used:

35 mm camera
Screen
Tape recorder
Record player
Microphone
Slide projector
Sound effects record

ESEA Title III, Project 164
Lower Dauphin School District
Grade 6

PERIOD II

MORE ON ORIENTATION - PART I

Objectives:

To follow up the orientation program in the elementary school by having a planned visit to the Lower Dauphin Junior-Senior High School.

To enable the students to use their accumulated knowledge about the junior high in a meaningful way.

Suggestions to Counselors:

The student council will furnish tour guides. Those selected for guides should be former students of the elementary school that is visiting. First choice for guides should be from seventh grade. The guides should be furnished with a detailed itinerary. Each sixth grade student should receive a map of the building that can be referred to throughout the tour.

The schedule for the guided tours for the five elementary schools should have an elementary school visiting in the morning and another during the afternoon. This would reduce the disruption in the junior high school.

A guidance newsletter sent to each sixth grade student explaining the future trip to the junior high school would help build student anticipation. The newsletter should also contain other pertinent information about the junior high school.

Procedures:

Each elementary school when arriving at the Lower Dauphin Junior-Senior High School will enter the auditorium. The counselor and junior high principal will greet the students, and tour guides will be introduced. Each student will receive a map of the building with a pre-arranged number which will indicate his tour group. At the completion of the tours, the students will report back to the auditorium for a question and answer period.

Equipment Used:

Microphone - Maps of the building

ESEA Title III, Project 164
Lower Dauphin School District
Grade 6

PERIOD IIA
MORE ON ORIENTATION - PART IA

Objective:

To acquaint the parents of the new seventh grade students with the junior high staff, program and facilities. (Month of May)

Suggestions to Counselors and Administrators:

It will be necessary to inform the following people:

A. District Superintendant
B. Assistant Principal (To reserve the school auditorium)
C. Sixth grade principals
D. Parents (Should be informed by bulletin well inadvance)
E. Local newspapers
F. Manager of stage crew (To take care of lights and sound equipment)
G. Chief custodian (To prepare building)
H. Teachers of seventh grade
I. School Counselors

A tour of the facilities can be done by using teachers as tour guides. This is an excellent opportunity for teachers and parents to become acquainted. A question and answer session can be held as the tours are in progress.

A refreshment session at the close of the program can also be used for a question and answer period.

Equipment and Material Used:

Microphone

Bulletin (Sent home well inadvance)

Orientation Program

ESEA Title III, Project 164
Lower Dauphin School District
Grade 6

SIXTH GRADE
PARENT ORIENTATION
PROGRAM

General Session

Place: Senior High Auditorium

Time: 7:30 P.M.

Agenda

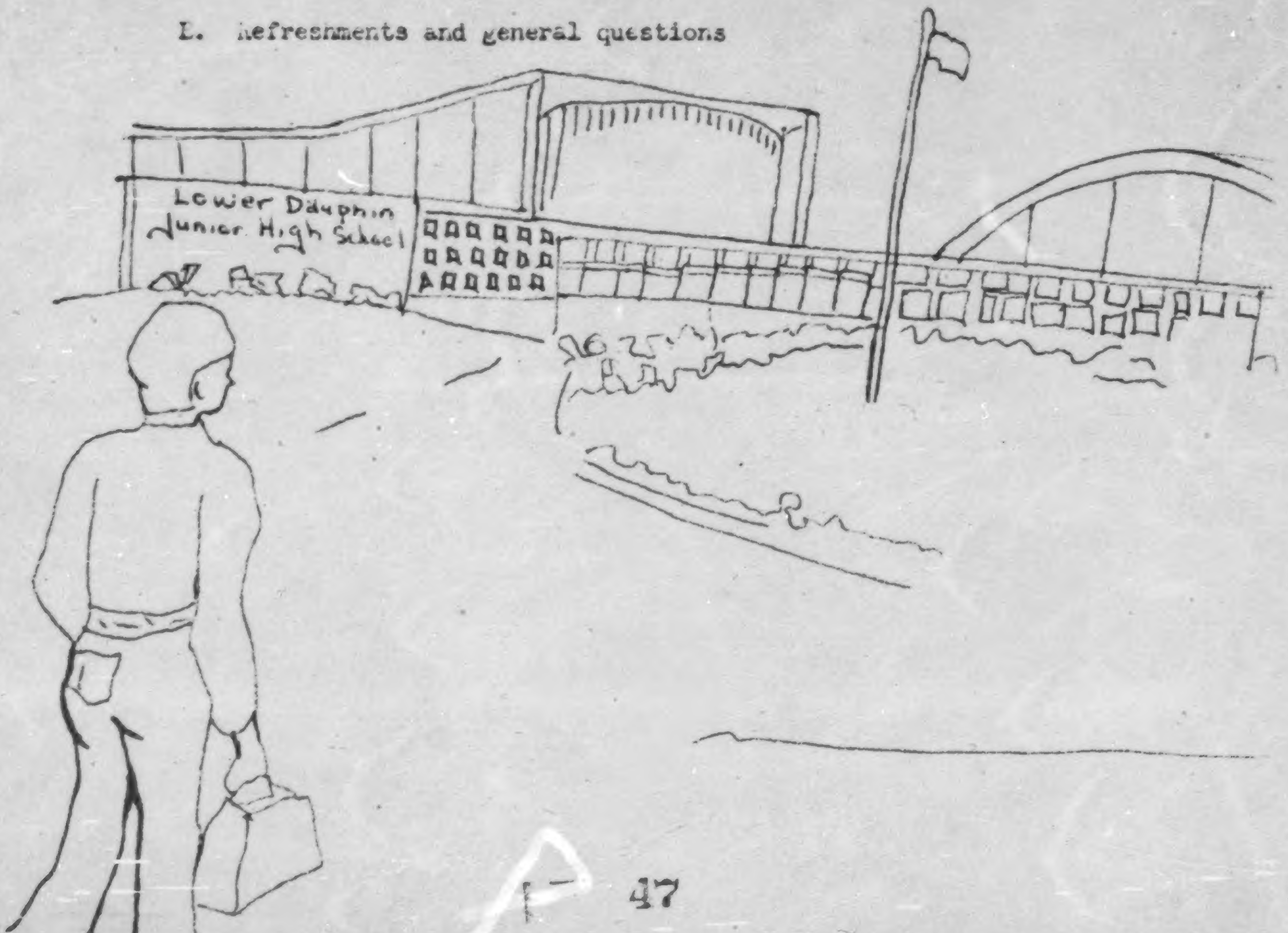
A. Introduction of Faculty, Guidance Staff and Administration

B. Orientation procedures

C. Tour of facilities

D. Conferences with department members (E-wing classrooms)

E. Refreshments and general questions



APPENDIX II

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

PERIOD III

MORE ON ORIENTATION - PART II

Objectives:

To begin the first day of school.

To clarify any questions concerning the junior high that still might exist for students.

Suggestions to Teachers or Counselors:

The first meeting of students and teachers will long be remembered. It is important that we be patient and understanding during the first few weeks of school.

Procedures:

The students will report to the auditorium the first day of school. The junior high principal and counselors will set the format. The teachers will be introduced and then will accompany the students assigned to them to their homerooms.

Guided tours will be arranged. The students will be contacted in their homerooms by the tour guides. Maps of the building will be provided in each student handbook so that it may be referred to throughout the guided tours.

An abbreviated class schedule will be used for the remainder of the school day.

Counselors should be available at dismissal to help students with any bus problems.

Equipment Used:

Microphone

Student handbooks

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

FIRST DAY OF SCHOOL

SCHEDULE

Objective: Orientation of seventh grade students

I. The seventh grade students report directly to the auditorium at 7:52 a.m.

II. Introduction of the principal by the seventh grade counselor.

III. Remarks by the principal.
    a. Introduction of seventh grade staff.
        1. Include physical education, home economics and shop teachers.
        2. At the close of introductions, we will help anyone who needs a homeroom assignment.

IV. Teachers will take students to their homerooms.

V. Tours of the building will start and end at homerooms. Tours will be conducted by the student council and will take approximately one hour.

VI. Tentative Time Schedule:

7:52 - 8:45 - Group will meet in auditorium
9:00 - 10:30 - Tours and completion of school forms
10:30 - 11:00 - 1st period
11:00 - 11:30 - Lunch
11:30 - 12:00 - 2nd period
12:00 - 12:30 - 3rd period
12:30 - 1:00 - 4th period
1:00 - 1:25 - 5th period
1:25 - 1:50 - 6th period
1:50 - 2:00 - 7th period
2:00 - 2:30 - 8th period

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ____

SCHOOL COUNSELOR - WHO IS HE?

Objectives:

To introduce the school counselor.

To define the role of the school counselor in the junior high school.

To inform students about school records.

Suggestions to Counselors:

This first session will set the tone for the future endeavors, and the tone should be one of honesty, openness, and responsiveness. The techniques will rely on participation and contributions by students rather than on teacher presentation. Class procedures have been outlined to some degree, but flexibility, particularly in following student interests, is to be encouraged.

Procedures:

Introduction -

Tell the students about your title school counselor or guidance counselor. That the Pennsylvania School Counselor Association sanctions the title School Counselor instead of Guidance Counselor. (Have the students list the many different kinds of counselors). "What do you think the job of a school counselor is?" (Let students answer). "What do you think the advantages of seeking help from a school counselor are?" (Again, let the students answer).

This discussion has given you some ideas about a school counselor. At this time we want to inform you about a filmstrip called YOU AND YOUR GUIDANCE COUNSELOR. This filmstrip will show you how guidance fits into your total school program and the advantages of seeking the counselor's aid in educational, vocational (fields of work) and social (getting along with people) areas. The filmstrip will be shown during the next session.

Note: During the presentation of the filmstrip the counselor should read or have taped all written information on the filmstrip frames. Students could be asked to volunteer to do the reading. Time should be used during the presentation for class discussion.

Blank copies of school records should be used as samples to explain their purpose and importance to students. * Samples should include the following:

a. Attendance and tardiness records

b. Student enrollment card

c. Discipline record

d. Cumulative folders

e. Progress reports

Equipment Used:

Filmstrip projector

Stand and screen

Tape recorder

School records

* Other samples to use:

Pupil Profile Chart
School Health Record
Permanent Record
Excuse Card
Course Selection Sheet
Guidance Pass
Student Schedule Change Form
Teacher's Report on Student Progress
Attendance Card
Pupil Corridor Pass
School Lunch Menu

How Are Your Skills?
Dental Health Record
Pupil Personnel Record
Lower Dauphin Lunch Ticket
Report Card
Enrollment Card
Honor Roll Certificate
Emergency Health Information
Course Selection Guide
Absentee Bulletin
Early Dismissal Form

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ___

YOU AND YOUR GUIDANCE COUNSELOR 14

(Filmstrip)

Objectives:

To acquaint students with the function of guidance personnel within their schools.

To present information about the kinds of services available through guidance offices: test data, vocational materials, pre-college advisement information.

To acquaint students with the kinds of problems other young people find help with through guidance services: educational, vocational, and personal-social areas.

To show the inter-relatedness of guidance services to the total school program.

Procedures:

"While we could probably solve most of our problems ourselves - if we had the time and know how, getting help from experts in time of need can lead to quicker and often to more rational solutions. Guidance counselors, like classroom teachers and other school personnel, are concerned with helping young people prepare successfully for the future. Educational and vocational problems face all adolescents, and guidance counselors are specifically trained to help them make the best possible decisions. Counselors want to help students achieve realistic goals, and they are of most value when students take the initiative to seek out their help. Career information, information about colleges, group guidance programs designed to acquaint students with opportunities after high school, are the kinds of services performed through guidance offices. All school personnel are working together - just as are family and friends - to help the junior high school student. Whether or not our work is successful depends in large part upon the students willingness to ask for help."

The filmstrip You And Your Guidance Counselor will be shown at this time. So everyone lean back in your seat and relax. The show is about to begin.

Equipment and Material Used:

Tape recorder
Filmstrip - You And Your Guidance Counselor
Filmstrip projector

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ___

RUMOR CLINIC[1]

Objectives:

To encourage calm consideration of information and checking facts rather than unthinking panic reactions to rumor by illustrating the distortions in communicating information as it is transmitted from the original source through several individuals to a final destination.

Suggestions to Teachers or Counselors:

The group size requires six participants plus an unlimited number of process observers. The time required is thirty minutes. The materials utilized are as follows:

I. The Rumor Clinic Message
II. Rumor Clinic Observation Forms
III. Blackboard and chalk or newsprint and felt-tip marker
IV. Tape recorder (optional)

The physical setting should be a large room. All observers are seated facing the platform or area where the rumor clinic is staged. There should be an outside room area where participants can be isolated. It is important to provide enough time for class discussion at the completion of the session. A future class period could be utilized for additional discussion. The session "Barrage of Sound" should follow the completion of "Rumor Clinic."

Procedures:

I. The facilitator selects six members from the group to be the participants.
II. Five of the six participants are asked to go into the isolated room or area. One will remain with the facilitator.

III. The facilitator starts the tape recorder if he plans to replay the rumor clinic after the process is completed for clues to distortion.

IV. The facilitator reads the message to the first participant.

V. The facilitator asks the second participant to return to the room.

VI. The first participant repeats what he heard from the facilitator to the second participant. It is important to keep in mind that each participant is to transmit the message in his own way, without help from other participants or observers.

VII. The third participant is asked to return, and the second participant repeats what he heard from the first participant.

VIII. The process is repeated until all but the sixth participant has had the message transmitted to him.

IX. When the sixth participant returns to the room, he becomes the policeman. The fifth participant repeats the message to the policeman, and he in turn writes the message on the blackboard or on newsprint so that the entire group can read it.

X. The facilitator then writes the original message, and it is compared with the policeman's message.

XI. The facilitator leads a short discussion with the entire group on the implications of the rumor clinic experience, utilizing the recording of the rumor clinic that has been taped. Observers may be asked to report. Participants give their reactions.

XII. It might be necessary to follow-up the discussion of the implications of the rumor clinic during another class period.

ESEA Title III, Project 164
Lower Dauphin School District

RUMOR CLINIC OBSERVATION FORM

Message: Accident Report

"I cannot wait to report to the police what I saw in this accident. It is imperative that I get to the hospital as soon as possible."

"The same truck, heading south, was turning right at the intersection when the sports car, heading north, attempted to turn left. When they saw that they were turning into the same lane, they both honked their horns but proceeded to turn without slowing down. In fact, the sports car seemed to be accelerating just before the crash."

Participant	Additions	Deletions	Distortions
1			
2			
3			
4			
5			
6 (Policeman)			

ESEA Title III, Project 164
Lower Dauphin School District

RUMOR CLINIC MESSAGE

Accident Report

"I cannot wait to report to the police what I saw in this accident. It is imperative that I get to the hospital as soon as possible."

"The same truck, heading south, was turning right at the intersection when the sports car, heading north, attempted to turn left. When they saw that they were turning into the same lane, they both honked their horns but proceeded to turn without slowing down. In fact, the sports car seemed to be accelerating just before the crash."

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ____

LISTENING TECHNIQUES

"BARRAGE OF SOUND"[3]

Objective:

To improve the techniques of listening.

Suggestions to Teachers or Counselors:

Each student should have a pencil and paper. The pupils will be asked to answer questions and to respond. They will be told when to write their answers. A signal will sound to stop the tape player. Notes should not be taken while the tape is playing. After time has been allowed for answering the questions you should start the tape player to get the correct reply to the questions. Continue throughout the tape.

This session "Barrage of Sound" should follow the session "Rumor Clinic." It is important to allow enough time for discussion at the completion of this session. It might be necessary to continue in a future class period.

Procedures:

"We have just completed the 'Rumor Clinic'. It is now possible for us to understand how things get confused when listening to information. Today, we are going to continue with listening techniques. You should continue to sharpen your listening skills at every opportunity. Why is this necessary?" (Let students participate.)

"Each student will need a pencil and piece of paper. Listen to all instructions on the tape."

"At the completion of the tape we will continue with our discussion."

Equipment Used:

Tape recorder

ESEA Title III, Project 164
Lower Dauphin School District
Grade I

SESSION ___

WHO AM I? 1

Objective:

To allow participants to become acquainted quickly in a relatively non-threatening way.

Suggestions to Teachers or Counselors:

Each group should have at least ten participants. The time required will be approximately thirty minutes. The materials utilized:

I. One 8½ x 11 inch sheet of paper with the question "Who Am I?" written in one-inch letters at the top for each participant.

II. Pencil and straight pin for each participant.

III. A large room in which participants may move freely.

Procedures:

I. Participants receive the material and are allowed ten minutes in which to write five key dimensions about themselves. The facilitator should stress legibility as participants must be able to read those dimensions in order to become acquainted with other participants.

II. The completed sheets are pinned to the front of each participant.

III. As soft music plays in the background, the participants circulate in a party fashion but without speaking.

IV. The facilitator asks participants to move on to another person every two minutes for five to eight "meetings."

V. After this nonverbal phase, the participants are told to return to two or three different people they thought would be interesting, based on their previous encounter. They may now speak to each other. They may be encouraged to ask questions which they ordinarily would not ask.

Equipment Used: Tape recorder

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ___

DON'T KNOW WHERE I'M GOING BUT I'M ON MY WAY[4]

Objectives:

To familiarize students with a variety of possibilities for their life's work through use of the Career Development Service Program.

Suggestions to Teachers or Counselors:

Go over the booklet with the class and discuss the material involved. A discussion as to the purpose of the Career Development Service Program should be initiated, and students should be encouraged to participate.

The students should be asked if they know the kind of work in which they are interested (allow time for students to answer). They can be asked their ideas of what success is to them. (Again allow time for students to answer).

Procedures:

Do you have anything for discussion before starting this session? (Give student response time).

We are continuing with the Career Development Service - Part I Success and You. Everyone turn to page 3 where it starts - Dear Reader. You read to yourself while I read aloud.

On page 4 you can take a look at the Table of Contents. At this time you can have a few minutes to go over the book. Some of the sessions listed will be used and some will not be used. We will not follow each session as indicated in the Table of Contents. Instead, we will jump from session to session.

Okay, we now turn to page 5 and again you read to yourself and listen to "Don't Know Where I'm Going - But I'm On My Way."

I'm going to pass to you a list of Discussion Areas. Space has been provided on them for you to jot down some ideas, but we will discuss some things before we do any writing. Okay - first question.

Equipment and Materials Used:

Tape recorder
Success and You - Part I
Discussion Areas List

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

Student Name ______________________

SESSION ____

DISCUSSION AREAS

DON'T KNOW WHERE I'M GOING BUT I'M ON MY WAY

1. List as many reasons as possible for having a Career Development Service Program.

2. Indicate why it is important to begin career planning at an early point in one's life.

3. What do we mean by self-concept?

4. (Review) What is a person with a positive attitude?
   Negative attitude?

5. Expertise - What is it?

6. Can you define success?

7. Add additional Discussion Areas.

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ___

YOU 4

Objectives:

To help students understand that they are important and should strive to become somebody worthwhile.

To point out to students that they can determine the course their life will take.

Suggestions to Teachers or Counselors:

Organize discussion around the Discussion Areas sheet that will be passed to each student after completion of the Read and Listen presentation of "You."

Plan a filmstrip or slides showing how people differ physically, mentally, and emotionally. A suggested filmstrip is ______________________ ______________________________.

A sociogram can be utilized in each class to show how individuals are accepted or rejected by their peers.

Do not use student names when plotting the results. Copies of the sociogram can be given to students, and a discussion on the different aspects of it should take place.

Procedures:

"Open your booklet to page 7. Before we start on today's session, do you have any discussion about anything at this time? (Give time for student response). Okay on page 7, Read and Listen presentation of YOU will begin."

"I am going to pass out the Discussion Areas sheet. Again you can write your answers in the space provided. However, I want you to wait until discussion has ended on each area before writing your answers. Okay - first area of discussion."

Equipment and Materials Used:

Tape recorder - Success and You-Part I - Discussion Areas List

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

Student Name ______________________

SESSION ___

DISCUSSION AREAS

YOU

1. How do individuals differ?

2. Show how man is dominant over all other animals.

3. Can you think of ways people are dependent to each other?

4. Can you think of similar experiences that people have in life?
   Can they be changed? How?

5. Add additional Discussion Areas.

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ___

WHO ARE YOU 15

(Filmstrip)

Objectives:

To help students feel that their unique characteristics are important to society.

To emphasize to students that there are differences within the individual.

To create an understanding of the need in society for different people.

Suggestions to Teachers or Counselors:

This filmstrip can follow the session "You" from "Success and You," Part I. This is an ideal follow-through explaining a person in terms of appearance, personality, abilities, and interests. The idea of "Read and Listen" can be incorporated with this filmstrip.

Procedures:

We are going to continue taking a look at "You." Think about the questions and try to come to an answer about each.

Class discussion will be conducted when it is appropriate.

Equipment and Materials Used:

Filmstrip - Filmstrip projector - Tape recorder - Response sheet

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

Student Name ______________________

Date ______________________

SESSION ___

WHO ARE YOU

Response Sheet

Describe yourself by listing characteristics about you.

How You Look

1. tall or small
2.
3.
4.
5.
6.

Your Personal Character

1. friendly
2.
3.
4.
5.
6.

Your Abilities

1. good in sports
2.
3.
4.
5.
6.

Your Interests

1. outdoor activities
2.
3.
4.
5.
6.

Write a description of yourself: ______________________________________

____

____

____

____

____

____

____

Consider what characteristics you could change about yourself.

1.
2.
3.
4.
5.
6.

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION 8

YOUR PERSONALITY: THE YOU OTHERS KNOW

Objectives:

To motivate student discussions about:

a. The various facets of personality
b. Achieving a sense of self

Procedures:

Today we are going to become involved with personality. First, we want to define what you think personality is. (Allow time for discussion).

Part I - Filmstrip
"What It Is"

Part II - Filmstrip
"What You Can Do About It"

Equipment and Material Used:

Tape recorder
Filmstrip projector
Filmstrips - Part I and II - Your Personality: The You Others Know
Discussion Areas Sheet

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ___

YOUR PERSONALITY: THE YOU OTHERS KNOW

Discussion Areas Sheet

I. What are some personality traits that attract you?
Some that turn you off?

II. Is a person's personality different from his character?
Can your personality always reveal character?

III. Try drawing a picture of yourself. What would you emphasize as your best features? Your poorest features?

IV. What is self-image? How do people know what your self-image is?
How do you know what self-image your friends have?

V. Is it possible for people to change personality and character?

VI. What are some of the opportunities that your school offers for you to get acquainted with people? New interests? Leadership?

ESEA Title III, Project 164
Lower Dauphin School District
Grade I

SESSION ___

BUILDING TEAMS[1]

Objective:

To divide a large group into workable sub-groups in such a way as to increase group cohesiveness and identity.

Suggestions to Teachers or Counselors:

The example will be based on thirty-two participants who are divided into four groups. It is easily adaptable to other sized groups.

The time required is approximately thirty minutes.

Participants should sit on movable chairs to facilitate the formation of small groups.

Procedures:

I. Participants are asked to number themselves off using "one, two, one, two," etc., in order to form two large groups.

II. Participants labeled "one" are asked to stand on one side of the room and those labeled "two" on the other side.

III. Number "one's" will successively invite a number "two" to form a dyad. They are asked to invite someone whom they do not know or, if they know all participants, someone whom they do not know well. The dyads will move to a neutral location until all the dyads have been formed.

IV. The dyads will then form themselves into two groups of eight dyads and relocate on opposite sides of the room.

V. Dyads will, after a brief consultation, invite another dyad from the opposite side of the room to join them in forming a quartet. The consultation phase should take no more than three minutes. Dyads may not decline an invitation to join another dyad.

VI. The newly-formed quartets will now sit down together.

VII. The quartets will have three minutes to caucus in determining which other quartet they would like to join.

VIII. Quartets will successively ask another quartet to join them. Invitation to join may be declined. If an invitation is declined, the next group will make its offer. This will continue until all quartets have been chosen.

IX. The octets are now ready to work. They will have gained a degree of cohesiveness through mutual decision-making and a feeling of belonging, through accepting an invitation or having their invitation accepted.

ESEA Title III, Project 164
Lower Dauphin School District
Grade __

SESSION ___

JIGSAW: FORMING GROUPS [1]

Objective:

To divide a large number of participants into groups in such a way as to begin to establish group member identification.

Suggestions to Teachers or Counselors:

A room large enough for constructing the four puzzles by groups of ten participants. The technique is easily adapted for various numbers of participants. The time required is approximately thirty minutes.

Procedures:

This example is based on a situation in which the facilitator wants to form four ten-person groups, with males and females proportionally divided within each group. In the group of forty participants in the example there are twenty-four boys and sixteen girls.

I. The facilitator prearranges the puzzle pieces on the floor in the following manner: pieces for girls are placed against one wall, and pieces for men are placed against the opposite wall. Puzzle 1 is divided into ten sets of two pieces each. Four of these sets are placed on the female side, and the other six sets are placed on the male side. Each of the other three puzzles is divided in the same way. The facilitator randomizes the sets on each side, taking care to keep the two pieces in each set together.

II. After participants have assembled, the facilitator announces that each person is to pick up a set of pieces. He directs males and females to their appropriate sides of the room. He announces three ground rules: (1) no talking; (2) no participant may abandon his pieces; and (3) no participant may give his pieces away. No further instructions are given.

III. Participants assemble the four puzzles, forming groups of participants who have cooperated on an ambiguous task.

IV. The four groups have a ten-to-fifteen-minute meeting to process the exercise.

V. The facilitator makes observations about behaviors which he observed during the formation of the groups and leads a general discussion of the experience.

This design may be used to control the composition of groups in laboratories in which there are two or more "types" of participants, such as students and teachers, administrators and staff, etc. By varying the number of puzzle pieces in a set the size of the groups can be manipulated. The exercise is made more difficult by having two or more puzzles painted the same color, or by painting one piece an odd color. The facilitator may wish to allow participants to talk while solving the puzzles.

Equipment and Materials Used: Four giant jigsaw puzzles cut from 4'x6' sheets of masonite. Each puzzle is painted a different color, and code numbers are written unobtrusively on the unpainted side of the pieces. Each sheet makes a puzzle with approximately twenty pieces.

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Lower Dauphin School District
Grade 7

SESSION ___

CONSENSUS-SEEKING: A GROUP RANKING TASK[1]

Objectives:

To compare the results of individual decision-making with decisions made by groups.

To generate data to discuss decision-making patterns in task groups.

Suggestions to Teachers or Counselors:

The group size should be between six and twelve participants. Several groups may be directed simultaneously in the same room. The time required is approximately one hour. Participants should be seated around a table. If no tables are available, desks may be used.

Procedures:

I. Each participant is given a copy of the worksheet and is told that he has seven minutes to complete the task. He must work independently during this phase.

II. After seven minutes, the facilitator interrupts to announce that a ranking must be made by the total group, using the method of group consensus. The ranking of each occupation must be agreed upon by each member before it becomes a part of the group's decision. Members should try to make each ranking one with which all members agree at least partially. Two ground rules: no averaging, and no "majority rule" votes. The group has twenty-five minutes to complete its task.

III. After twenty-five minutes of group work (or when the group has finished, if less than twenty-five minutes), the facilitator should announce the "correct" ranking. Individual group members should "score" their worksheets by adding up the difference between their ranks and the key, regardless of sign. That is, make all differences positive and sum them. Low scores, of course, are better than high ones. Someone should score the group ranking also. The key:

1. U.S. Supreme Court Justice
2. Physician
3. Scientist
4. State governor
5. College professor
6. Lawyer
7. Dentist
8. Psychologist
9. Banker
10. Sociologist
11. Public school teacher
12. Author of novels
13. Undertaker
14. Newspaper Columnist
15. Policeman

IV. The group should compute the average score of the individual members, compare this with the group's score, and discuss the implications of the experience. This processing might be focused on leadership, compromise, decision-making strategies, the feeling content of the exercise, roles members played, or other aspects of group life.

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Grade 7

Student Name ____________________

SESSION ___

OCCUPATIONAL PRESTIGE RANKING WORKSHEET

Instructions: Rank the following occupations according to the prestige which is attached to them in the United States. Place a "1" in front of the occupation which you feel to be most prestigious, etc., all the way to "15", least prestigious.

_____ Author of novels

_____ Newspaper columnist

_____ Policeman

_____ Banker

_____ U.S. Supreme Court Justice

_____ Lawyer

_____ Undertaker

_____ State governor

_____ Sociologist

_____ Scientist

_____ Public school teacher

_____ Dentist

_____ Psychologist

_____ College professor

_____ Physician

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SESSION ___

NASA EXERCISE: SEEKING CONSENSUS[1]

Objectives:

To compare the results of individual decision-making with the results of group decision-making.

To diagnose the level of development in a task-oriented group.

Suggestions to Teachers or Counselors:

The size of the group is between six and twelve participants. Several groups may be directed simultaneously. The time required is approximately one hour. The participants should be seated around in a circle. Avoid groups seated at a rectangular table because it gives too much control to persons seated at the ends.

Procedures:

I. Each participant is given a copy of the individual worksheet and told that he has ten minutes to complete the exercise.

II. One group worksheet is handed to each group.
   A. Individuals are not to change any answers on their individual sheets as a result of group discussion.
   B. A member of the group is to record group consensus on this sheet.
   C. The participants will have twenty minutes to complete the group worksheet.

III. Each participant is given a copy of the direction sheet for scoring. This phase of the experience should take five to seven minutes.
   A. They are to score their individual worksheets.
   B. They will then give their score to the recorder, who will compute the average of the individual scores.
   C. The recorder will then score the group worksheet.

IV. The group will compute the average score for individuals with the group score and discuss the implications of the experience. This phase of the experience should take five to seven minutes.

V. Results are posted according to the chart below, and the facilitator directs a discussion of the outcomes of consensus-seeking and the experience of negotiating agreement.

	Group 1	Group 2	Group 3
Consensus Score			
Average Score			
Range of Individual Scores			

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NASA EXERCISE INDIVIDUAL WORKSHEET

Instructions: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance to your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on, through number 15, the least important. You have 10 minutes to complete this phase of the exercise.

___ Box of matches

___ Food concentrate

___ 50 feet of nylon rope

___ Parachute silk

___ Portable heating unit

___ Two .45 calibre pistols

___ One case dehydrated Pet milk

___ Two 100-lb. tanks of oxygen

___ Stellar map (of the moon's constellation)

___ Life raft

___ Magnetic compass

___ 5 gallons of water

___ Signal flares

___ First-aid kit containing injection needles

___ Solar-powered FM receiver-transmitter

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Grade 7

SESSION ___

NASA EXERCISE GROUP WORKSHEET

Instructions: This is an exercise in group decision-making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the prediction for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging, or trading in reaching your decision.
4. View differences of opinion as helpful rather than as a hindrance in decision-making.

____ Box of matches

____ Food concentrate

____ 50 feet of nylon rope

____ Parachute silk

____ Portable heating unit

____ Two .45 calibre pistols

____ One case dehydrated Pet milk

____ Two 100-lb. tanks of oxygen

____ Stellar map (of the moon's constellation)

____ Life raft

____ Magnetic compass

____ 5 gallons of water

____ Signal flares

____ First-aid kit containing injection needles

____ Solar-powered FM receiver-transmitter

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SESSION ___

NASA EXERCISE ANSWER SHEET

Rationale:	Correct Number	
No oxygen	15	Box of matches
Can live for sometime without food	4	Food concentrate
For travel over rough terrain	6	50 feet of nylon rope
Carrying	8	Parachute silk
Lighted side of moon is hot	13	Portable heating unit
Some use for propulsion	11	Two .45 calibre pistols
Needs H_2O to work	12	One case dehydrated Pet milk
No air on moon	1	Two 100-lb. tanks of oxygen
Need for navigation	3	Stellar map (of moon's constellation)
Some value for shelter or carrying	9	Life raft
Moon's magnetic field is different from earth's	14	Magnetic compass
You can't live long without this	2	5 gallons of water
No oxygen	10	Signal flares
First-aid kit might be needed but needles are useless	7	First-aid kit containing injection needles
Communication	5	Solar-powered FM receiver-transmitter

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NASA EXERCISE DIRECTION SHEET FOR SCORING

The group recorder will assume the responsibility for directing the scoring. Individuals will:

1. Score the net difference between their answers and correct answers. For example, if the answer was 9, and the correct answer was 12, the net difference is 3. Three becomes the socre for that particular item.

2. Total these scores for an individual score.

3. Next, total all individual scores and divide by the number of participants to arrive at an average individual score.

4. Score the net difference between group worksheet answers and the correct answers.

5. Total these scores for a group score.

6. Compare the average individual score with the group score.

Ratings:

0 - 20	Excellent
20 - 30	Good
30 - 40	Average
40 - 50	Fair
Over 50	Poor

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Grade 7

Theme: Values--How They Direct Our Lives And
The Decisions We Make

Rationale For Using Grade 7: The early adolescent stage is beginning for the students entering seventh grade. The experts (developmental psychologists) believe students in the early adolescent stage are beginning to regulate their behavior by specific opinions or values. Therefore, it was decided that the seventh grade would be the start of a study on the influence of values on decision making as related to careers.

Rationale For Using The Theme: The decisions that students will make are influenced by the values they will incorporate as part of their life style. In the study of a career choice individuals will be involved in making many decisions. It would then indicate that students should have opportunities to study values and then hopefully become more aware of their own value guides or patterns.

Trial Population:

School	No. of Boys	No. of Girls
Lower Dauphin Jr. High School	193	167

Total Students 360

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ____

VALUES FOR TEENAGERS[8]

Filmstrip - Part I

Objectives:

1. To introduce the unit on values.
2. To stimulate in youngsters a spontaneous and uninhibited response to questions about their values, their problems, and their own society.

Suggestions to Teachers or Counselors:

Discuss with the students about where values originate. Examples: parents, relatives, peers, and society.

Procedures:

Show the filmstrip after a short discussion period. The filmstrip will be part one - 18 minutes. If time is available at the completion of the filmstrip, use the Discussion Areas Sheet.

Adults should remove themselves in the traditional role as authority figure by taking a seat among the group. A group elected teenager should be placed in the role of discussion leader or have a panel to discuss the program.

Equipment and Materials Used:

Filmstrip projector
Tape recorder
Filmstrip - Values For Teenagers (Part I)
Sound cassette - Values For Teenagers (Part I)

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Grade 7

SESSION ___

VALUES FOR TEENAGERS

Discussion Areas

Questions should be used only to stimulate a discussion on an issue not touched on by the group, when it is felt an issue hasn't been explored adequately, or if the discussion drifts too far afield.

Issue: Teenagers are all confused, mixed up.
Question:
1. Do you believe confusion is common to all teenagers . . . that it is a part of being a teenager?
2. What actually changes that makes you less confused as you grow older?
3. Or do you believe you will always be confused, due to the times we live in?

Issue: What adults tell teenagers to do and what they actually do themselves concerning drinking, smoking, or lying.
Question:
1. Did one of your parents ever try to stop smoking?
2. Do you think it is easy?
3. Consider the questions of developing habits?
4. Is it easier to stop a drinking habit, than say, a lying habit?

Issue: Doing things for others.
Question: What are your feelings when you do something for someone?

Issue: Parents sometimes fail to communicate with their children, give them wrong answers for things.
Question: Why is it parents have a difficult time explaining their reasons why they want or do not want you doing things?

Issue: The teenage experimentation with sex.
Question: Is it difficult for you to have self-control in a dating situation? Should you have self-control if the other person is aggressive?

Issue: Cheating.
Question:
1. Most people say cheating is wrong; however, a lot of people do it. Why is it most people feel guilty when they cheat?
2. Can you think of any difference between copying someone's homework and cheating on tests?

Issue: The pressure on teenagers today.
Question: Do you think you will have more or less pressure on you when (A) working on a job? (B) married, with children?

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Grade 7

SESSION ____

WHAT ARE VALUES?[2]

Objectives:

1. To define values and show how values are different from interests and abilities.

2. To list positive and negative patterns of values.

Suggestions to Teachers or Counselors:

"Values cannot be taught. However, they can be learned. If we are going to help children develop clear and decisive personal values, we must help them use the process of "valuing." We must do the following: 1. Help them make free choices whenever possible; 2. Search for alternatives in choice-making situations; 3. Weigh the consequences of each available alternative; 4. Consider what they prize and cherish; 5. Publicly affirm the things they value; 6. Do something about their choices; 7. Consider and strengthen positive patterns in their lives. The teacher facilitates the student in these processes and, thereby, helps him find values."

"Value clarification involves a series of strategies. These strategies are not forcing a set of "right" values down the throats of all the students. Instead, they tend to raise issues, to confront the student with inconsistencies, to get him to sort out his own values, in his own way, and at his own pace."

The story and values list used in this lesson should be used to motivate thinking about values, abilities and interests. Most young people will have previous experiences with these ideas, and should be able to organize them in a meaningful way.

Procedures:

"Have you ever thought of the future? For instance, have you thought of this? Where will you be and what will you be doing twenty years from now?" (Students should have time to answer). What kind of work would you like to be involved in? (Again, allow time for answers). How much money do you think you will be making? Will you be taking orders or giving them? (Student participation).

At this time, we want you to look at your ambitions and think about your values and whether your present values will help you achieve your ambitions for the future.

Some questions we will discuss are:

1. Values - What are mine?
2. Values - From where did they come?
3. Values - What kind of future will they make possible for me?

The interests and abilities that you have will also determine your future. By reading and listening to the experiences of Harry May in the following story, we shall try to show the difference between interests, abilities, and values. After this, we will try to come up with a definition of 'values'.

Story of Harry May

Harry May never enjoyed studying in school, although he could do a good job when he felt like it. He would spend most of his time in school talking with his friends or meeting and making new friends. Harry was really interested in cars. He enjoyed driving a car and making the repairs on them. Motors turned him on because of his fascination for them. Finally the time came to make a decision about his future career. Harry did not want to go to college, even though his parents thought he should try it. He had no idea what he wanted to do, so he decided to take a job at a local garage as an apprentice mechanic. As you would expect, it was easy for Harry to know how to repair cars, and he liked what he was doing for awhile. Harry became so good at this work that soon he was the best mechanic in the shop. Then it happened. The work became boring; it did not challenge him anymore. Harry knew he would have to find another kind of job.

Harry was a lucky person. He had an opportunity to try the selling field. He was going to sell machinery to factories. Harry had to go through a training period and showed that he could understand the machinery and the ways it could be used. Harry had a charming smile and a pleasant way with people. He enjoyed the challenge of working out solutions to the problems caused by complicated machinery. Harry was soon promoted to top salesman with his company and was happy with his type of work.

The amount of money that Harry earned was excellent and provided him with the security and fine things of life. He acquired a fine reputation because of his knowledge and understanding of machinery. The people with whom he worked liked him and invited him to the many social affairs of the community. His opinions of business and politics was one of respect, and he was asked to participate in community meetings. After awhile, he decided to marry, and had a family of which he was proud. Harry was a success and had a good life.

1. Interests - What were Harry's?
2. Abilities - What were Harry's?
3. Values - What were Harry's?
4. What is a definition of values?

(Class should arrive at definition together, if possible).

The papers you are about to receive contain a definition of "values". Please notice that values may be right or wrong. The usual approach is to tell students what the right values are. However, we are not about to tell you what the right values are. Instead, we want to do the following:

1. Help you make free choices whenever possible.
2. Help you search for alternatives in choice-making situations.
3. Help you weigh the consequences of each available alternative.
4. Consider what you prize and cherish.
5. Publicly affirm the things you value.
6. Do something about your choices.
7. Consider and strengthen positive patterns in your lives.

Let us as a class list the positive and negative patterns that come about because of our values.

Value Patterns

VALUES--The things of social living such as ideals, beliefs, and customs which the members of the group regard with some emotional feeling.

Name ______________________________ Period ______ Day ______

Positive Patterns	Negative Patterns

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Grade 1

SESSION ___

VALUES: HOW THEY INFLUENCE BEHAVIOR[2]

Objectives:

To understand the meaning of "values."

To have actions judged in regard to "values."

Suggestions to Teachers or Counselors:

In one of the following sessions the students learned a definition of "values" and how to name some values. This session will involve students with judgment of "values" and applying them in situations that are practical.

Papers titled "Bob" and "Penny" should involve thought about the situations used, and discussion over the students' judgments of the situations should involve the class members. The students will find it difficult to give unqualified "true" or "false" answers in the situations just as this is true in real life situations. The technique used here will reveal the values held by the class members.

A standard which is suggested for judgment is "How will this action affect the social group in which I live?" (This should be written on the blackboard so future reference can be made to it).

Procedures:

The students should go over the definition of values and the list of attitudes that reflect values from the previous session.

A student should pass the "Bob" papers to the boys and the "Penny" papers to the girls.

"The papers that you have received have a description of a boy or girl and twenty-two statements about them. Mark the statements 'true' or 'false' according to the way you think they would act. The information will be presented to you first by tape. You should listen and read along with the recording. (End of recording). If you want additional time please raise your hand. After a majority of students have finished, ask if any items caused difficulty in deciding. The following items - 2, 13, 16, 18 - will create discussion."

Discussion should be encouraged as long as reasons are given for the stand taken by the students. The values which pertain to the issues should be named.

The statement "How would the action recommended in this situation affect the social group of which I am a member?"

Some other questions for discussion: How do my values affect my membership in the social group? What values do employers look for when they interview job applicants?

The question on employers and job applicants will be considered in the next session by a speaker who deals with employment practices. The English Department will work on getting a speaker.

Equipment and Materials Used:

Tape recorder

Bob and Penny papers

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Grade 7

PENNY

Penny is a pretty ____ grade girl with the ability to be a good student and a special talent for singing. Her father died when she was three years old, and she lives with her mother. Although Penny's mother works hard to support them, there never seems to be enough money, and Penny cannot buy many new clothes or spend money on entertainment.

What do you think Penny would do in the following situations? Mark "true" or "false":

________ 1. Penny studies very hard every night.

________ 2. When time is short, Penny washes her hair and clothes rather than study.

________ 3. Penny chose to miss choir practice to go to a movie.

________ 4. Penny will try to save money by getting her lunch without paying if she can.

________ 5. When Penny felt that the teacher was wrong, she talked back to her in front of the class.

________ 6. Penny studies instead of going to school parties.

________ 7. When the girls laughed at Penny's dress, she made fun of the dark skin of the negro girl.

________ 8. Penny wants to be class president.

________ 9. Penny would do almost anything to be "popular."

________ 10. Penny enjoys "gossiping" about her friends.

________ 11. Penny will quit school when she is seventeen.

________ 12. Penny won't sing solos because other girls don't sing solos.

________ 13. Penny saw Bob copying during a test and told the teacher.

________ 14. Penny thinks her mother doesn't love her, and she doesn't really care.

________ 15. Sometimes Penny takes things from the stores for which she cannot pay.

________ 16. Penny changes an "F" on a report card to a "B" so her mother won't worry.

________ 17. Penny enjoys going to church.

________ 18. When there was a drive to help the Vietnamese children, Penny did not help.

________ 19. Penny works after school instead of playing sports.

________ 20. Penny would fight any girl who made fun of her best friend.

________ 21. Penny "giggles" during the salute to the flag.

________ 22. Penny doesn't care whether teachers like her or not.

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BOB

Bob is the oldest of five children. His father is a good man who cannot make enough money even though he works hard most of the time. His mother is so busy with housework that she doesn't have time to help the children with school work. Bob loves sports and has many friends, but he can't seem to get good grades.

What do you think he would do in the following situations? Mark "true" or "false":

______ 1. Bob studies very hard every night.

______ 2. When time is short, Bob takes a bath and washes his hair rather than study.

______ 3. Bob missed basketball practice to go to a movie.

______ 4. Bob will try to save money by getting his lunch without paying if he can.

______ 5. When Bob felt the teacher was wrong, he talked back to him in front of the class.

______ 6. Bob studies instead of going to school parties.

______ 7. When the boys laughed at Bob's old sweater, he made fun of a negro boy's dark skin.

______ 8. Bob wants to be class president.

______ 9. Bob would do almost anything to be "popular."

______ 10. Bob enjoys "gossiping" about his friends.

______ 11. Bob will quit school when he is seventeen.

______ 12. Bob won't join the choir because his friends don't belong to the choir.

______ 13. Bob saw Penny copying during a test and told the teacher.

______ 14. Bob thinks his parents don't love him, and he doesn't really care.

______ 15. Sometimes Bob takes things from the stores for which he cannot pay.

______ 16. Bob changes the "F" on his report card to a "B" so his parents won't worry.

______ 17. Bob enjoys going to church.

______ 18. When there was a drive to help the Vietnamese children, Bob did not help.

______ 19. Bob works after school instead of playing on the soccer team.

______ 20. Bob would fight any boys who teased his little sister.

______ 21. Bob makes faces at the kids during the salute to the flag.

______ 22. Bob doesn't care whether teachers like him or not.

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Grade 7

SESSIONS ___

WHAT ARE MY VALUES? 2

Objectives:

To ascertain the values highly regarded and those less well regarded by the class and to have the students rank values that are typical.

To have decisions made under simulating situations by using a sequential game involving values.

Suggestions to Teachers or Counselors:

Step I - Each student will receive a copy of the ranking sheet on values. You will find the directions for ranking under "Procedures."

Step II - The sequential game may be used in more than one way, and three ways will be suggested here. The first plan requires a copy for each class member. The second plan, if used, requires copies for each committee or group; and if the third plan is used only the material in this session will be needed.

The rules of the game are as follows:

1. Each given situation is considered and then decisions are made on which choice to follow.

2. The choice made determines the situation that is next.

3. The players should think about the values that are involved and what possible results will be derived from each choice.

Plan I - Each student is to receive the game-solving sheet and Situation I. After the student has completed listing values and his decision, he may ask for II A or II B. After completing this, he may ask for III A, III B, III C, or III D. The final outcome is written by each student. As an optional activity, these could be read to the class.

Plan II - The class is divided into groups or committees. Each group should have around five or six students. The groups should receive a game-solving sheet and Situation I. The group has to reach a decision after discussion. A recorder of each group enters the information on the game-solving sheet and asks for the next situation as in Plan I. The final outcome would be written by the recorder in consultation with the group. An optional activity of role-playing is also a possibility.

Plan III - The class works together to find the solutions for the game. Have the class select a student to read each situation aloud, moderate class discussion, and supervise the voting on alternatives. A different student could be selected to read each situation if so desired. The final outcome is decided by class discussion.

WHAT ARE MY VALUES? (Continued)

There is a chance that the game will not be completed in this session; therefore, it can be continued in the following session.

Procedures:

Step I - As you know, we have been thinking about our values, and we have been trying to understand what these values mean in our lives. You must think of our class as a small part of society and try to find out how this society would rate some values.

It is possible we may be able to do this by having each student rank certain values according to the way you feel about them. We are asking you to be honest and, by the way, do not put your name on the paper. After completing the rankings we will have a committee tabulate and report on the class ranking for the next session. At this time I will pass the paper on ranking values, and any questions will be answered. (Allow time for passing papers and answering questions).

The directions for the ranking activity - -

1. Read and think about each item.
2. To the left of each item place a rank number from "1" to "12." The "1" is the highest and the "12" is lowest.
3. Be careful when ranking. Some of the items may be difficult for you to make a decision. However, it is necessary that you make a decision as to what values are most important to you as an individual.

I will select the committee to complete the ranking. They will collect your papers. (Give to this committee the directions for the summary of ranking).

Step II - We will play a sequential game to give you experience in weighing values in making decisions. A story will be read about a situation, consideration of the values involved, and decisions made on one or two possible courses of action. You will then receive a new situation that has resulted from your choice and again two alternatives are to be considered. You will repeat this same procedure again. A final outcome will be described by you after completing all the necessary situations.

The instructor will start the game depending on the plan he has elected to use. Students are encouraged to discuss the reasons for their choices and the values involved.

Equipment and Materials Used:

Tape recorder - optional
Values Ranking Sheet
Situations - I, II A, II B, III C, III D, III E, III F
Situations - I, II a, II b, II c, III d, III e, III f
Game Solving Sheet

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Grade ___ Session _____

RANKING VALUES

VALUES	1	2	3	4	5	6	7	8	9	10	11	12	Total Points	Total Rank	Rank
Having power over people															
Being respected by people															
Being well-liked by people															
Knowing a lot - being intelligent															
Being able to do many things well															
Knowing that you are safe and comfortable															
Being in good physical and mental health															
Being right															
Being religious															
Helping people															
Being loyal to your country															
Being courageous															

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Grade 7

SESSIONS ____

VALUES RANKING SHEET

The values listed are to be ranked in the order of importance to you. Please do not place your name on this paper. We are asking you to give an honest reply to each of the values listed. You are to give careful consideration to the following directions:

1. Read and think about each item.
2. To the left of each item place a rank number from "1" to "12." The "1" is the highest rating and the "12" is lowest.
3. Be careful when ranking. Some of the items may be difficult for you to make a decision. However, it is necessary that you make a decision as to what values are most important to you as an individual. The summary of the Values Ranking Sheet in your class will be completed by your committee, and a report will be given in the following session.

☐ Having power over people.

☐ Being respected by people.

☐ Being well-liked by people.

☐ Knowing a lot -- being intelligent.

☐ Being able to do many things well.

☐ Knowing that you are safe and comfortable.

☐ Being in good physical and mental health.

☐ Being right.

☐ Being religious.

☐ Helping people.

☐ Being loyal to your country.

☐ Being courageous.

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DIRECTIONS FOR RANKING VALUES

The ranking of values will be done by a committee of students. The directions are as follows:

1. Enter one stroke under the proper column for the rank given each item on each individual Values Ranking Sheet. For example, if "Having power over people" is ranked "6", enter a stroke on the "6" column or "Being respected by people" is ranked "3", enter a stroke in the "3" column. It is necessary to do this with all the items for all the Values Ranking Sheets.
2. Multiply the number of strokes for the item in each column by the rank of the column to find the number of points for the item.
3. Find the total number of item points by adding the points in all the columns. This number is entered under "Total Points."
4. Divide the total points for each item by the number of ranking sheets and enter this amount under "Total Rank."
5. Find the rank of each item by putting rank points in order from lowest to highest. The lowest number of points is #1 and the highest number is #12.
6. Enter the rank of each item in the "Rank" column on the Ranking Values sheet.

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WHAT ARE MY VALUES

Discussion Areas Sheet

I. Have the student committee report on the ranking of values. Encourage class discussion on the report.

II. Students, do you think it possible to live by the values as they are ranked? Explain.

III. What conditions will result from our society's living according to our class values? Explain.

IV. Do you think by changing our rating of values in anyway that it would improve conditions for the majority of the members of our society? Explain.

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Student Name ____________________

SESSION ___

GAME-SOLVING SHEET

For each situation, list values involved and the letter of your decision.

Situation I - -
Values Involved
Positive Negative

Decision ______________

Situation II - -
Values Involved
Positive Negative

Decision ______________

Situation III - -
Values Involved
Positive Negative

Decision ______________

Outcome - -

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SESSION ___

SITUATION I

The school dance was just about over when Jerry came over to ask Debbie to dance. Debbie was really happy because she always had liked Jerry, but he had never paid any attention to her. After the music was over, Jerry asked Debbie if she would like to go for a hamburg after the dance. Debbie had planned on riding home with her girlfriend's father, and she wasn't sure that her parents would approve of her going with Jerry for a hamburg; but she did want to go. She was afraid he would never ask her again if she refused. She also thought her girlfriend might get mad at her.

a. Debbie accepted Jerry's invitation.

b. Debbie went home with her girlfriend.

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SITUATION II a

Debbie and Jerry left the school and walked up the street toward the snack shop. They did not have much to talk about, and Debbie was worried about what her parents would say. Her girlfriend was a little bit angry, but she could make up with her later. They went in the snack shop, and there were older kids around who seemed to know Jerry. They all laughed and talked a lot, and it was noisy and fun. Debbie felt "important" to be a part of this. After about an hour had passed, she thought she should go home. Jerry didn't want to leave.

He said, "Look, if you are such a baby that you have to go this early, call your daddy to come for you."

c. Debbie called her father and asked him to come for her.

d. Debbie stayed with Jerry and the crowd.

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SITUATION II b

Debbie decided to go home with her friend, so she refused Jerry's invitation. When he said, "Okay, but that is the last time I'll ever ask you out," she was glad she had refused because he didn't seem as nice as she had thought. She and her friend, Judy, spent the night together and the next day went to town to do some shopping.

They met several girls from their room in school and walked through the stores together. While they were looking at some jewelry, Debbie saw Laura put some earrings in her purse.

Debbie went up to her and said, "Laura, put them back! You will be arrested for shoplifting."

"Nobody but you saw me," said Laura. "I want them, and I'll keep them. If you tell anyone I'll be really mad at you."

c. Debbie told the other girls about Laura's shoplifting.

d. Debbie didn't do anything about Laura's shoplifting.

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SITUATION III c

While Debbie was calling home, she could see Jerry making fun of her to the rest of the crowd. She could even hear them laughing about her. Her father answered the phone and was surprised to get the call because he thought she was with her girlfriend. He sounded angry when she told him where she was and asked him to come for her, but when she almost cried, he began to understand and said he would be there right away. She was embarrassed to walk out in front of the crowd, but she did and her father met her outside. After she had explained what had happened, he said that he thought she had learned something that night. They would just forget the whole thing because he felt that she would not do such a thing again.

Debbie was really grateful to her parents for being so understanding. She knew that seeing Jerry and his friends in school would be hard, but she didn't really care anymore what he thought of her. She decided she would have nothing to do with boys anymore because they were probably all terrible. She had just told this to her mother when the phone rang. It was Bill inviting her to go to a party at his house the next weekend. She thought she would like to go, but she had just said, "No more boys!"

g. She refused Bill's invitation.

h. She decided to go to the party.

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SITUATION III d

Debbie did stay with the crowd. After more time had passed and they had more cokes, Jerry told Debbie to put on her coat and go outside to wait for him.

She asked, "Why?"

Jerry said, "Stupid, I'm going out the back door so I won't have to pay the check. You just walk out the door, and they won't notice."

"But that is not honest," said Debbie.

Jerry replied, "No one will ever know. Look, either do what I say, or pay the check yourself."

Debbie didn't have enough money with her to pay the check.

i. Debbie took the check to the manager and tried to explain.

j. Debbie went out the door as Jerry had told her to do.

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SITUATION III e

Debbie just couldn't forget about the shoplifting even though she was a little bit afraid of what Laura might do, so she talked it over with Judy quietly. Debbie and Judy went to Laura and told her that if she wouldn't put the earrings back, they would tell the other girls. Laura was mad, but she walked over and put the earrings back on the case. As they were leaving the store, the manager stopped them and said he would like to talk with them in his office.

The girls were all frightened and waited anxiously to see what he would say. He told them that he had seen one of them shoplifting and would have called the police if she had not returned the merchandise. He said that nothing would now be done, but he wanted her to know that she had been seen and that she had better never try that again. Laura was embarrassed and didn't have much to say on the way home.

Debbie was glad to get home. She felt as if she had made a lot of hard decisions in the past two days. Just then her father called her to come and talk. He wanted to know if she would like to go to Florida for two weeks with him and her mother. It would be a nice vacation, but she would miss school and would have to drop out of her activities so that she would have time to make up school work when she got back. She wanted to go on the trip, but she liked to keep up with the class and be in the activities.

k. She decided to go to Florida.

l. She decided to stay with her grandparents so that she could be in school.

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SITUATION III f

Debbie hated to think that one of her friends was shoplifting, but she didn't want to tattle so she kept quiet. As the girls were leaving the store, the manager stopped them and asked them to come to his office. Only Debbie and Laura knew why--the other girls were puzzled. When the manager had them in his office, he made them empty their pocketbooks and, of course, he found the earrings that Laura had taken.

He said, "Girls, I saw this girl take those earrings, and I thought that maybe all of you were shoplifting, so I stopped you. I believe you didn't realize that she took them, so I will let the rest of you go."

Laura said, "I didn't take them. Debbie took them and put them in my pocketbook when I wasn't looking."

Debbie was amazed. "Laura, you know I didn't take them. I tried to make you put them back, and you wouldn't."

"I know that you didn't take them, Debbie," said the manager, "but you should have reported the theft to me. That is what a good citizen would do. Laura, you will have to stay but the rest may go."

The girls went out wondering what would happen to Laura. They had all decided never to try shoplifting themselves, although they wondered how the manager knew.

"Debbie," they said, "Laura was terrible to try to get you in trouble. We will never speak to her again."

Debbie thought about that for a minute. She didn't want to speak to Laura, but she wondered if that would be right. Should she try to get the girls to forgive Laura? Would Laura ever be trustworthy?

m. Debbie decided to avoid Laura.

n. Debbie decided to encourage the girls to be friendly with Laura.

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SITUATION I

As Bob went hurrying along the hall to tryouts for the baseball team, he saw Dick at his locker.

"Dick," he yelled. "Aren't you trying out for baseball this year? The coach is expecting you to play again."

"No," said Dick. "I have a job at the grocery store after school every day, and I can't work and play ball. I guess I'll forget about baseball this year."

"Why don't you just come to tryouts? Coach is really expecting you, and you ought to explain to him that you have to work."

"Well, maybe I'll go for awhile. I'd like to play, but I like to earn money too. I don't know if I'm good enough to make the first team, and I would rather spend my time working at the store than warming the bench," said Dick.

Bob and Dick went to the tryouts together, and Dick could not resist playing. The coach called him to come and talk about being on the team. The coach asked him if he would like to play first base on the first team. Dick really did want to play, but he also wanted to earn enough money to buy a car when he was sixteen. What did Dick do? How did he decide?

A. Dick decided to play on the team.

B. Dick decided to keep his job.

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SITUATION II A

Dick decided to play on the baseball team. The coach was tough and demanded a lot from his players. They had to keep up with their studies, and they had to keep in training. There were rules about going to bed by ten, except on weekends, eating good food, being at practice regularly, no smoking, no swearing, being a good sport, etc. The boys knew that the rules were made to help them and the team, but sometimes they got pretty tired of living up to them. On Sunday nights they were to be home and in bed at ten.

One Sunday evening Dick was out with some friends, and they suggested going bowling. It sounded like fun, and Dick decided to go for awhile but leave early. While they were bowling, Larry produced a pack of cigarettes.

"Hey, guys, want a drag?" he said.

Most of the guys did, but Dick refused.

"What's the matter, Dick, scared?" laughed Larry.

The other boys joined in the teasing. "Come on, have one."

Dick hated being laughed at, but he felt that he shouldn't smoke. What did he do?

C. He took a cigarette.

D. He refused the cigarette and left to go home.

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SITUATION II B

Dick decided that he should keep his job because he had promised to work, and he felt that he should do as he had promised. He explained this to the coach, and though the coach did want him to play, he did understand.

Dick worked hard at stocking the shelves and carrying groceries, and he was paid quite well. His savings account was growing. Sometimes he did wish that he was in school activities instead of working--maybe there would be an easier way to get money.

One day the man with whom he was stocking shelves asked him if he would like to make a little extra money.

"How can I do that?" asked Dick.

"It's easy," said his boss. "Just hide some cartons of razor blades, candy, or cosmetics by the door each day. They will disappear, and money will be there the next day for you."

"But that is not honest. That's the same as stealing," Dick said.

"Listen, kid, the owner will never miss what little we take. He is making lots of money and paying us so little. We've got a right to that extra. And I warn you--if you don't cooperate, he's going to find out that you have been stealing from him!" said the boss.

"But, I haven't!" claimed Dick.

"Who do you think he will believe when I tell him who's been taking things? You or me? Be careful, kid. You'd better cooperate."

What did Dick do?

E. Dick began taking some things for the boss.

F. Dick reported the boss to the owner.

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SITUATION III C

Dick couldn't stand the teasing so he took the cigarette and lit it. He really didn't enjoy it, but at least the fellows weren't laughing at him anymore. The bowling continued, and the cigarette burned out. At this time Dick heard his name called and looked up to see the coach at a lane further down. He wondered if the coach saw him smoking. He looked at the clock and noticed that it was just about ten o'clock, and he knew he should be at home. The coach called him to come over and talk. Dick was trying to think what he would say. Should he deny that he had been smoking? Had the coach actually seen him? Should he tell the truth? What should he say about being out so late? Would he be thrown off the team? Dick walked hesitantly over to the coach.

G. What do you think the coach said?
H. What do you think Dick said?
I. Do you think he was thrown off the team?

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SITUATION III D

Dick refused the cigarette and left to go home. At the door he met the coach just coming into the bowling alley, and he was glad he had made the decision to leave. The coach offered him a ride home and told him on the way how well he had been playing and how pleased he was to have him on the team. Dick did feel good to hear that and resolved never to get in a bad situation again.

When Dick got home his mother told him that Janet had called and wanted to know if he would be a candidate for school president. Dick was happy to be asked, but he didn't know if he should take the offer. While he played baseball, he needed all his free time for study, and his work might suffer if he took the time to campaign. Of course, he could lose the election, and that would be terrible after he took the time to try to win. On the other hand, it would be a great honor to be school president, and he would like to be a leader. It might help his chances of getting into college too. When he asked his mother what she thought he should tell Janet, she said he would have to make up his own mind.

J. What did Dick decide to do?

K. What values were involved in his decision?

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SITUATION III E

Dick was so mixed up that he didn't know what to do. He decided to stall for time by taking just a little bit to keep the boss satisfied. He felt terrible about taking the things, but he did get some money for them, and no one seemed to notice.

Then one day the boss came to him and said, "Hey, kid, you're doing pretty good at helping us, but I know a way you can make a lot more money. I got a supply of 'pot' that I'll sell you at cost, and you can have all the profit when you sell it to the guys at your school."

Dick said, "Nothing doing; I'm no pusher. That's dangerous stuff."

"Well, now, it's not that bad--it's not as dangerous as alcohol--it doesn't hurt those guys--just gives them a little thrill. And, kid, if you don't do this, the owner is going to find out you've been stealing his merchandise. That wouldn't be nice, would it?"

Dick was really mad--and sick! What had he gotten himself into? And how could he get out of this? He did want out, but he was scared. He said, "Give me a little time to think about this."

"You have until tomorrow--that's all," threatened the boss.

L. What did Dick do?

M. How did he feel?

N. What values were involved in this decision?

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SITUATION III F

Dick decided that if he went along with the boss, he would find nothing but trouble, and that night he talked with his Dad about the situation; and he and his Dad called the owner of the store and went to talk with him. They found that the owner had noticed that merchandise was disappearing and was about to call in the police. When the police came, they asked Dick to pretend to go along with the boss until they could prove that he was stealing, but to do nothing dangerous to himself. Dick did this, and the whole operation was uncovered within a few days. The owner commended Dick for his courage and honesty, and Dick was relieved to be finished with the problem.

That night when Dick got home, the phone rang for him. It was Shirley, one of the most popular girls in the school, and she wanted him to go on a picnic the next Sunday. Dick wanted to go--he knew it would be lots of fun--but when he asked his parents, they wanted to know if he would miss church to go.

"Yes," said Dick. "I guess I would have to because the picnic is out at the lake, and they are leaving early in the morning."

"Well," his father said. "You'll have to decide, but I don't think you should miss church, and especially when you are to light the candles this Sunday."

Dick remembered that it was his turn to light the candles, and he didn't know how to decide. He told Shirley he would call her the next day to tell her if he could go.

O. What did Dick do?

P. On what values did he base his decision?

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SESSION ___

VALUES AFFECT BEHAVIOR 2

Objectives:

To simulate the emotions stimulated by ambivalence regarding values.

To aid in the student's understanding of the difficulty sometimes encountered in judging values and deciding on one's course of action.

To give experience in methods of reaching a decision by considering values.

Suggestions to Teachers or Counselors:

The use of a skit and a role-playing activity are the techniques which are used in this session. The skit can be enacted without a great deal of preparation, and the students who will volunteer but are not creative can be selected to present it. The role-playing activity, on the other hand, requires creativity and verbal ability of its actors. The students participating should each receive a copy of the skit and of the role-playing activity. It is possible to have student leaders conducting the discussion after the completion of each activity.

Procedures:

Go over any questions which have arisen concerning the last session.

"Today we will try to experience some of the feelings which young people have when they must make decisions about their own actions. Dramatizing some situations and then discussing them may help us. I'll ask for volunteers to play the parts in the skit and role-playing and to moderate the discussion."

Once the characters have been selected, the skit can be presented without rehearsal. During the discussion about the skit, those students who will participate in the role-playing can be given the opportunity to plan their activity. The students should be encouraged to play their solution of the situation.

Make sure values and probable results of acting on certain values are emphasized in the discussion.

Equipment and Materials Used:

Tape recorder
Skit
Role-Playing Activity

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SESSION ____

SKIT

SCENE - - A school building classroom.

CHARACTERS - -

Darla	High school girl
Mr. Popp	Band director
Mr. Grey	Teacher
Loretta	Another high school girl
Nancy	Another high school girl
Sam	A high school boy
Bert	Another high school boy

TIME - - Right after school; the students are just about to go home or go to activities.

- -

Mr. Popp - - (Walks into room calling) Darla, Darla! May I see you for a minute, please?

Darla - - (Putting on her coat, getting ready to leave) Yes, Mr. Popp.

Mr. Popp - - Darla, I just received your message about dropping band. You play the flute so well that I really count on you. Do you have to drop band?

Mr. Grey - - (Walks over) Darla, I would like to see you before you leave. You should stay and finish your assignment in typing.

Darla - - Oh! I'm sorry about band and typing, but I was offered this job as a waitress at the Hershey Motor Lodge, and I must be there by three o'clock.

Loretta - - It's a great job! She gets a salary and lots of tips.

Mr. Popp - - Well, Darla, I know you would like the money, but do you really need it bad enough to give up your school activities? By doing this you will miss a lot of fun and good experience.

Darla - - Well, you see I'm trying to earn money to buy my own clothes and save for business school after graduation.

Mr. Grey - - But Darla, if you don't spend enough time on your school work, you will not be able to go to business school anyway. It takes practice to do well in typing and shorthand. Are you sure you can afford all the time this job might take? When will you work?

SKIT (Continued)

Darla - - If I'm to take the job, I must work everyday after school until eight o'clock and all day Sunday. I don't want to give up my activities, but the Lodge is a nice place to work, and I will make a lot of money.

(Sam, Bert, and Nancy join the group)

Nancy - - I'm going to leave now. See you at the church for play rehearsal tonight, Darla.

Bert - - I'll see you too. It is going to be a great play with all of us in it.

Darla - - Sorry, everybody - - I'm out! I'm taking a job so I won't be able to make rehearsals; and since I will be working on Sundays, I won't be in the play anyway.

Bert - - You're kidding! You wouldn't just drop out of the play and never come to church.

Sam - - She would if she wants to - - it's her life.

Loretta - - Darla will make a pile of money as a waitress and have fun doing it. Think of all the clothes she will be able to buy! Great!

Bert - - Where is she going to wear them? To wait on tables? Darla, you don't have to work now. You are going to miss too much!

Mr. Grey - - Yes, Darla, you should concentrate on your school work and other activities at this time. You can worry about making money and working later.

Darla - - Wow! I am confused! I do want to play in the band and do well in typing, but I also want to earn some money.

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SESSION ___

ROLE-PLAYING ACTIVITY

CHARACTERS - -

Mr. Black	Tommy's father
Tommy	A seventeen-year-old boy
Jake	Tommy's friend
Kate	Jake's girlfriend

SETTING - -

The living room of Tommy's home.

TIME - -

On Saturday afternoon.

SITUATION - -

Tommy asks his father for the use of the car for Saturday night to go into the city to a drive-in movie. His father refuses because the car needs new tires, and he says it might be dangerous to drive the car in traffic. Tom's father leaves the room, and Tommy, Jake, and Kate discuss the situation. They know that Tommy's parents are going away with friends early in the evening and probably will not be home until very late. Jake suggests that Tommy borrow the car and that his mom and dad would never know.

What did they decide to do?

What were the results of their decision?

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SESSION ___

SELF STUDY

Objective:

To show how a person who knows himself can be the master of his future, and to help him initiate a self-study program.

Suggestions to Teachers or Counselors:

The students should evaluate themselves, using the evaluation questions in the article. This evaluation will be duplicated for each student. They should record their results in the Career Builder Folder.

Procedures:

The group will please turn to page 19 for today's session - Self Study. The "Read and Listen" activity will begin now. (Allow time for this activity to be concluded).

You will now receive a copy of My Personal Traits. At the completion of marking your sheet, you should study your evaluation and then record this information in your Career Builder Folder under the headings, "My Personal Traits" and "My Abilities." (Allow time for students to complete this task).

The last activity for this session will be the Discussion Areas Sheet you are now receiving. At the end of the period, place all your materials in your folder.

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Grade I

SESSION ____

SELF STUDY

Discussion Areas Sheet

I. Explain why it is important that a person knows himself.

II. What is the meaning of trait? Give examples.

III. What is the meaning of abilities? Give examples.

IV. Why do you think it is important a person knows what traits he has?

V. Why do you think it is important a person knows what abilities he has?

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Name ______________________

SESSION ___

SELF STUDY

MY PERSONAL TRAITS

(Check which applies to you)

1. I am a friendly person. Yes___ No___ ?___
2. I like to be with people. Yes___ No___ ?___
3. I get along well with people. Yes___ No___ ?___
4. I get upset very easily. Yes___ No___ ?___
5. I am usually pleasant. Yes___ No___ ?___
6. I get a temper very quickly. Yes___ No___ ?___
7. I worry a lot. Yes___ No___ ?___
8. I have a lot of patience. Yes___ No___ ?___
9. I'm usually considerate of others. Yes___ No___ ?___
10. I like to plan school activities. Yes___ No___ ?___
11. I lack confidence in myself. Yes___ No___ ?___
12. I like school. Yes___ No___ ?___
13. I like to read. Yes___ No___ ?___
14. I like to speak before groups. Yes___ No___ ?___
15. I am kind. Yes___ No___ ?___
16. I am honest. Yes___ No___ ?___
17. I can keep a secret. Yes___ No___ ?___
18. I am dependable. Yes___ No___ ?___
19. I am prejudiced toward others. Yes___ No___ ?___
20. I have a sense of humor. Yes___ No___ ?___

MY ABILITIES

1. I learn quite easily. Yes___ No___ ?___
2. I can read quite well. Yes___ No___ ?___
3. My grades are average or better. Yes___ No___ ?___
4. I have a good memory. Yes___ No___ ?___
5. My mental ability is average or better. Yes___ No___ ?___
6. I possess average or better of one or more of the following abilities. (Check the ones that apply)

___ Athletic
___ Artistic
___ Mechanical
___ Musical
___ Mathematical

___ Scientific
___ Dramatic
___ Speaking
___ Selling
___ Dancing

(Write-ins)
____
____
____
____

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Grade 7

SESSION 4

KNOWING YOURSELF

Objectives:

To help young people understand themselves.

To help young people to understand that people have desires which they want to satisfy, and these desires affect the way they behave.

Suggestions to Teachers or Counselors:

An effort should be made to name and discuss the basic human desires which most people seek to satisfy. What happens when people are not able to satisfy these desires? Can people be happy and successful without achieving some of their desires? How do people explain their failures? Is there a term that can be used to describe this?

The school psychologist can be asked to discuss the adjustment problems of young people and the ways they can overcome them.

Procedures:

The session will begin with the Read and Listen procedure. At the completion of Knowing Yourself we will use the discussion sheets to clarify the many points in the session.

Equipment and Material Used:

Tape recorder

Discussion sheet

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Grade 1

Student Name ____________________

SESSION ___

KNOWING YOURSELF

Discussion Areas

1. What are the human desires which most people seek to satisfy?

2. What happens when people are not able to satisfy these desires?

3. Is it possible for people to be happy and successful without achieving some of their desires?

4. How do people explain their failures? Is there a term that can be used to describe this?

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SESSION ____

SELF APPRAISAL[4]

Objective:

To help students develop skills and appreciation of the value in selecting and co-ordinating their hobbies, extracurricular activities, and school subjects with their personal traits, abilities, and interests.

Suggestions to Teachers or Counselors:

Have students record extracurricular activities, hobbies, and school subjects they like best in the Career Builder Folder.

Procedures:

"Students who learn to evaluate themselves in terms of their extracurricular activities, hobbies, and school subjects can establish a sound base for career development."

The first activity will be to "Read and Listen" the unit Self Appraisal on page 21. (Allow time for this activity to be completed).

The next activity will be to take your Career Builder Folder and record extracurricular activities, hobbies, and school subjects you like best. (Allow time for activity).

For the remainder of this period we will use the "Discussion Areas Sheet."

Equipment and Material Used:

Tape recorder
Life and You - Part II
Career Builder Folder
Discussion Areas Sheet

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Grade 7

SESSION ___

SELF APPRAISAL

Discussion Areas Sheet

I. Can you explain why certain subjects are more interesting than others?

II. How important is interest in succeeding in a subject?

III. Do you know the purpose of activities in a school program?

IV. How are activities related to a career? Give examples.

V. How are hobbies related to a career? Give examples.

ESEA Title III, Project 154
Lower Dauphin School District
Grade 7

SESSION ___

PUTTING YOUR ABILITIES TO WORK 4

Objective:

To get students to start thinking in terms of the abilities they possess and translating them into occupational choices.

Suggestions to Teachers or Counselors:

All people can develop the ability to do something. Some have more abilities than others. The important thing about abilities is what you do with what you have and how you use it.

The students are asked to study their classmates and then to jot down on paper the abilities they believe their classmates have. Some of the students will be asked to read their list. One idea would be to have a general list of all the abilities mentioned and placed on the blackboard. After each ability ask the student to mention some occupations which are related to these abilities. A film "You And Your Abilities" can be shown at this time.

Procedures:

Everyone turn to page 21, and we will start the activity "Read and Listen" for this session Putting Your Abilities To Work.

We will now ask you to make a study of your classmates and jot down on paper the abilities you think your classmates have. (Allow time for activity to be concluded).

We need a volunteer to handle a blackboard assignment. (Ask class for volunteer). We are going to make a general list of all the abilities you thought of, and they will be recorded on the blackboard. Also, we want to put some occupations which are related to these abilities after each ability listed. The class will now define ability. (Allow time for activity to be concluded).

To give you some more insight about abilities we are going to show you the film "You And Your Abilities." (Optional)

Equipment and Material Used:

Tape recorder
Success and You - Part I
Film - "You And Your Abilities" (Optional)

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ___

SIX CAREER ACTIVITIES

Objective:

To set up six group activities of career exploration.

Suggestions to Teachers or Counselors:

This session will last for six class periods. A rotation process will allow students to change to a different activity each week. The class should be formed into six groups of students. Try to have the group size limited to ten students. This method of introducing career exploration is ideal for a large group of students (60 students).

Procedures:

Use the lesson plan for "Building Teams" to divide a large group into workable sub-groups.

After dividing the group the following instructions will be given to each sub-group.

Instructions - Sub-Group I
Born To Be Great
Chapter III - Self Concepts Rewards

Each student will receive a set of earphones. Plug in your earphones to the acousti-center. The tape recorder is set to begin immediately. At the end of the lesson, please complete the ten questions on page 19 of the Born To Be Great workbook. A sheet of blank paper will be given to you. When you are finished insert your answer sheet in your individual folder. Do not write in the workbook. Wrap the cords around your earphones and place with your workbooks in the storage compartment of the mobile cabinet. Thank you.

Instructions - Sub-Group II
Career Development Service Workbook

You are to have a Career Development Service Workbook - Part I - "Success And You."

Turn to page 37 and read the chapter "Will You Be Somebody?" After completing the lesson, you are to complete the discussion areas sheet.

If time permits, turn to the lesson on page 39 - "Instant Success, Anyone." Read this chapter and do the discussion areas sheet.

When you have completed the two chapters, please insert your written work in your folder.

Please place your workbooks in the mobile cabinet at the end of the period. Thank you.

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Lower Dauphin School District
Grade 7

Instructions - Sub-Group III
Super 8 - Film Career Loops

Your group is to view 30 career film loops. A special movie projector is used to show these film loops. As a group you are to decide on what film you will watch. The film will last from 3 to 5 minutes.

At the end of the period, place all film loops in their containers and bring projector and film loops to the mobile storage cabinet. Thank you.

Instructions - Sub-Group IV
Career Development Kit
Work-Widening Occupational Roles Kit

Your group is to explore the career pamphlets in this kit. Explore as many of the career briefs as you have time.

At the end of the class period, you are to place all the career pamphlets in their correct order. Thank you.

Instructions - Sub-Group V
Occupational Research Service - Volumes 1 - 8

Your group will explore the following:

- Business Contact (1)
- Scientific-Technical (2)
- Artistic (3)
- Health Welfare (4)
- Business Clerical (5)
- Mechanical (6)
- Service (7)
- Outdoor (8)

Each student is to explore as many of the volumes as time permits. Briefs can be taken from the notebook for individual reading. However, I want you to make sure each brief is replaced in its correct notebook at the end of the period or when you have finished with it. Thank you.

Instructions - Sub-Group VI
Reader-Printer

You will be able to explore 220 occupations. Also, the 18 vocational and 4 technical careers of the Dauphin County Technical School can be reviewed. If you find a career that is interesting, a copy can be made with the Reader-Printer. This copy will be yours to keep and read at your convenience.

Instructions for operating the Reader-Printer will be given by a teacher or counselor. Thank you.

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ___

WILL YOU BE SOMEBODY? 4

Objective:

To encourage the students to develop a desire to improve their present situation and be somebody worthwhile.

Suggestions to Teachers or Counselors:

Ask the students to express their opinions as to whether they really believe a person, no matter what his present situation may be, can improve his lot.

As an optional activity, ask the students to write a short paragraph on the topic "What To Be Somebody Means To Me."

Procedures:

Most young people want to rise above their present situation and improve better than they are now. So the question comes to mind - "Will You Be Somebody?" So let us attempt to find out some answers to that question by turning to page 37. The "Read and Listen" will start immediately. (Allow time to complete this activity).

We want your opinions as to whether you really believe a person, no matter what his present situation may be, can improve. (Allow time for discussion).

Now that we have started the discussion, look and see if you have the Discussion Areas Sheet. (The remainder of the period will be concerned with discussion questions).

Equipment and Material Used:

Tape recorder
Success and You - Part I
Discussion Areas Sheet
A short paragraph on the topic - "What To Be Somebody Means To Me" - (Optional)

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ___

WILL YOU BE SOMEBODY?

Discussion Areas Sheet

I. What does being somebody mean to your parents? To other students?

II. What must a person who wants to be somebody consider?

III. What are some things we know about people who became somebody?

IV. Who is the person who will decide whether you will become somebody? Explain.

V. Do you believe it was easier for a person to get ahead years ago than now? Explain.

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ___

INSTANT SUCCESS, ANYONE 4

Objective:

To impress upon students that any success they hope to attain comes only through much effort on their part.

Suggestions to Teachers or Counselors:

The instructor should have the students write a short paragraph on the topic "What Success Means To Me."

This session will use the Discussion Areas Sheet as a primary activity.

Procedures:

"Success does not have the same meaning for all people. Each person determines for himself what success means to him." Instant Success, Anyone? If you want to find out how, then turn to page 39. In fact, everybody turn to page 39 even if you don't want instant success. The "Read and Listen" activity will start as soon as everyone is ready. (Allow time for activity to be completed).

The next ten minutes will be used for all of you to write a short paragraph on the topic "What Success Means To Me." Some of you will be asked to read what you have written. (Allow ten minutes for activity and five minutes for students to read).

The remainder of the period will be used in conjunction with the Discussion Areas Sheet.

Equipment and Material Used:

Tape recorder
Success and You - Part I
Discussion Areas Sheet
Short paragraph - "What Success Means To Me"

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ___

INSTANT SUCCESS, ANYONE

I. In what ways do people define success?

II. What characteristics does one usually find among people who have been successful?

III. How do some people explain the success of others?
Are they justified? Explain.

IV. Can a person be born into success? Explain.

V. In what way are some students in school like the foolish squirrel?

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

Theme: Developing Your Study Skills

Rationale For Using Grade 7:

The evaluation of the COPE Program by students in seventh grade has indicated a need for the improvement of study skills. (See Table I)

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION 8

DEVELOPING YOUR STUDY SKILLS - PART I

Objectives:

To help the student improve his techniques for study.

Procedures:

A student may be an excellent reader but prove poor at studying. Most students, as a matter of fact, do not earn as good grades as they are capable of because they don't know or apply the basic principles of efficient studying. Even the good student can improve his techniques and gain more time for collateral reading and other activities.

The sound filmstrip will help you understand the technique of developing efficient study habits. Since how to study is the number one student problem, it will prove invaluable to you if you can successfully acquire and master the capability for study. Listen carefully. After the filmstrip, its major points and your questions will be discussed.

Equipment and Material Used:

Tape recorder
Filmstrip-- Developing Your Study Skills - Part I
Filmstrip projector
Discussion Areas Sheet

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ___

DEVELOPING YOUR STUDY SKILLS - PART I

Discussion Areas Sheet

I. What are the proper physical conditions for effective study?

II. What are the distractions to effective study that must be put aside?

III. Someone has said that study is hard work. What are the ingredients for effective study?

IV. What are some of the facts about studying?

V. What is your daily time schedule like?
What is a good schedule for you?

VI. What are some clues to effective study habits?

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ___ 8

DEVELOPING YOUR STUDY SKILLS - PART II

Objective:

To help the student improve his techniques for study.

Procedures:

Part I of the filmstrip discussed at some length the notion that efficient study habits are a product of physical facilities and conditions, budget of time, planning, and limited distractions. Study furthers one's knowledge. Teachers, in their courses, not only teach knowledge but are also concerned with developing effective study skills. The more effective you become the easier your work can be.

Part II analyzes listening as a basic ingredient to effective study. Part II also focuses on note-taking in support of listening to lectures, as well as methods of preparation for tests and exams.

Equipment and Materials Used:

Tape recorder or record player
Filmstrip-- Developing Your Study Skills - Part II
Filmstrip projector

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ___

DEVELOPING YOUR STUDY SKILLS - PART II

Discussion Areas Sheet

I. Who were some of the non-listeners illustrated in this film?

II. How does one become a good listener?

III. Good listeners are usually good students. Good students normally take notes. What are some clues to good note-taking?

IV. Someone has said: "Tests are a simple fact of life. I might just as well get used to them." How does one prepare for these examinations?

V. When taking a test, what are some things to bear in mind?

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ____

YOUR STUDY SKILLS 12

Objective:

To identify the important study skills, and to motivate the student to use them.

Suggestions to Counselors and Teachers:

This program is a learning experience, not a test. The unique Answer Panel, with its self-contained slider, makes the program easy for the student to work.

The program is divided into ten sets, of which the last is a review. Each set will take the student from 15 minutes to a half hour to work. (Set 10 is specially designed for checking what students have actually learned. It is suggested that this special test be administered).

Procedures:

This booklet is called a program. It is to 'work', not just to read. This is not a test. In fact, it is the opposite of a test. A test finds out how much you know about something you have already learned, but a program teaches you something entirely new. The program is so planned that you will not make a mistake, at least not very often.

Each question requires you to think the answer. You think the answer, and write it in your notebook or on a separate piece of paper. Then you slide down the Answer Panel in the program to discover the correct answer so that you know at once whether or not you are right.

Writing the answer is an important part of the program. This forces you to make a choice. By comparing your written answer with the one in the program, you know if you are right or not.

It is important that you check your answer before going on to the next frame. Read all the words, don't skip to the blanks. Work rapidly and make sure you read every word. You cannot skim through a program.

Please take note, and I will show you the proper way to use this booklet.

If you should have any questions, please let me know so I can help you with them. Everyone will work at their own rate of speed. You may start the program when you are ready.

Material and Equipment Used:

Your Study Skills - Coronet Learning Programs
Pencil and paper

ESEA Title III, Project 164
Lower Dauphin School District
Grade 9

SESSION ___

MAKING STUDYING A HABIT - IT'S EASY[4]

Objective:

To give the student some helpful suggestions on more effective study techniques which will develop more efficient study habits.

Suggestions to Teachers or Counselors:

The instructor should ask several students to explain the procedures they follow when studying. Also the amount of time they spend on studying. Perhaps there are some students who might describe some of their own techniques which they find quite effective. Studying with the radio or television going full blast might also be discussed. Many students say they can study with them on. Ask for student reaction to this technique of study.

Procedures:

"Studying is one of the best ways a student can prepare himself to get ahead in the world." If you will turn to page 27 some of the things you don't like to hear about will be presented. The "Read and Listen" activity will be first on the agenda. By the way, what are the procedures some of you use when studying? How much time do each of you spend on studying? (Allow time for discussion).

We will start on the session Make Studying A Habit - It's Easy. During the activity I will pass the Discussion Areas Sheet to you. (The remainder of period will be used in discussion).

Equipment and Material Used:

Tape recorder
Success and You - Part I
Discussion Areas Sheet
(Follow this lesson with filmstrip on study habits)

ESEA Title III, Project 164
Lower Dauphin School District
Grade 9

SESSION ___

MAKING STUDYING A HABIT - IT'S EASY

Discussion Areas Sheet

I. Are you aware that many students consider studying an unpleasant thing? Why do you think this may be true?

II. What is one of the most usual ways that many students study? What is wrong with this method?

III. What is one of the most important steps one must take if he hopes to improve his studying habits?

IV. Make a list of study aids which should be helpful to most students.

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

CLASS SCHEDULES

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

ENGLISH
CLASS SCHEDULE
Plan 1*

Days Periods	Monday	Tuesday	Wednesday	Thursday	Friday
1	12-A				
2		6-A		13-E	
3	14-D	7-C	8-A		
4			4-C	10-A	
5					
6					
7	11-B	5-B	3-B	9-B	1-B
8					2-A

Key

Number of Sections.......... 14

Number of Teachers.......... 5

First teacher................ A

Second teacher.............. B

Third teacher................ C

Fourth teacher.............. D

Fifth teacher................ E

*A rotation schedule consisting of two plans was used. The dates for each plan were as follows:

Plan 1....Sept. 20-24
Oct. 4-8
Oct. 18-22
Nov. 1-5

Plan 2....Sept. 27 - Oct. 1
Oct. 11 - 15
Oct. 25 - 29
Nov. 8 - 12

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

ENGLISH
CLASS SCHEDULE
Plan 2*

Days Periods	Monday	Tuesday	Wednesday	Thursday	Friday
1	11-B				
2		5-B		13-E	
3	14-D	7-C	3-B	9-B	
4			4-C		
5					
6					
7	12-A	6-A	8-A	10-A	2-A
8					1-B

Key

Number of sections...........	14
Number of teachers...........	5
First teacher................	A
Second teacher...............	B
Third teacher................	C
Fourth teacher...............	D
Fifth teacher................	E

*A rotation schedule consisting of two plans was used. The dates for each plan were as follows:

Plan 1....	Plan 2....
Sept. 20 - 24	Sept. 27 - Oct. 1
Oct. 4 - 8	Oct. 11 - 15
Oct. 18 - 22	Oct. 25 - 29
Nov. 1 - 5	Nov. 8 - 12

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

READING & LATIN
CLASS SCHEDULE
Plan 1*

Days Periods	Monday	Tuesday	Wednesday	Thursday	Friday
1	6-A		1-C		2-C
2		4-A		14-E	3-D
3	13-F		10-A		
4				8-A	
5					
6					
7	5-B	3-B	9-B	7-B	11-B
8					12-A

Key

Number of sections.................... 15

Number of teachers.................... 6

First teacher......................... A

Second teacher........................ B

Third teacher......................... C (Latin)

Fourth teacher........................ D (Latin)

Fifth teacher......................... E

Sixth teacher......................... F

*A rotation schedule consisting of two plans was used. The dates for each plan were as follows:

Plan 1		Plan 2	
Plan 1....	Nov. 15 - 19	Plan 2....	Nov. 22 - 24
	Nov. 30 - Dec. 3		Dec. 6 - 10
	Dec. 13 - 17		Dec. 20 - 23
	Jan. 3 - 7		Jan. 10 - 14
	Jan. 17 - 21		

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

READING & LATIN CLASS SCHEDULE
Plan 2*

Days Periods	Monday	Tuesday	Wednesday	Thursday	Friday
1	5-B		1-C		2-C
2		3-B		13-E	3-D
3	14-F		9-B		
4				7-B	
5					
6					
7	6-A	4-A	10-A	8-A	12-A
8					11-B

Key

Number of sections........................ 15

Number of teachers........................ 6

First teacher........................... A

Second teacher.......................... B

Third teacher........................... C (Latin)

Fourth teacher.......................... D (Latin)

Fifth teacher........................... E

Sixth teacher........................... F

*A rotation schedule consisting of two plans was used. The dates for each plan were as follows:

Plan 1....	Plan 2....
Nov. 15 - 19	Nov. 22 - 24
Nov. 30 - Dec. 3	Dec. 6 - 10
Dec. 13 - 17	Dec. 20 - 23
Jan. 3 - 7	Jan. 10 - 14
Jan. 17 - 21	

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

MATH
CLASS SCHEDULE
Plan 1*

Days Periods	Monday	Tuesday	Wednesday	Thursday	Friday
1	9-B				
2		11-B			
3		4-C	2-B		
4			3-C	6-B	
5					
6					
7		10-A	1-A	5-A	7-A
8	12-D				8-B

Key

Number of sections	12
Number of teachers	4
First teacher	A
Second teacher	B
Third teacher	C
Fourth teacher	D

*A rotation schedule consisting of two plans was used. The dates for each plan were a
follows:

Plan 1....Jan. 24 - 28
Feb. 7 - 11
Feb. 22 - 25
Mar. 6 - 10
Mar. 20 - 24

Plan 2....Jan. 31 - Feb. 4
Feb. 14 - 18
Feb. 28 - Mar. 3
Mar. 13 - 17

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

MATH
CLASS SCHEDULE
Plan 2*

Days	Monday	Tuesday	Wednesday	Thursday	Friday
Periods					
1					
2		10-A			
3		1-A	4-C		
4				3-C	5-A
5					
6					
7	9-B	11-B	2-B	6-B	8-B
8	12-D				7-A

Key

Number of sections	12
Number of teachers	4
First teacher	A
Second teacher	B
Third teacher	C
Fourth teacher	D

*A rotation schedule consisting of two plans was used. The dates for each plan were a follows:

Plan 1....	Plan 2....
Jan. 24 - 28	Jan. 31 - Feb. 4
Feb. 7 - 11	Feb. 14 - 18
Feb. 22 - 25	Feb. 28 - Mar. 3
Mar. 6 - 10	Mar. 13 - 17
Mar. 20 - 24	

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SOCIAL STUDIES
CLASS SCHEDULE

Days	Monday	Tuesday	Wednesday	Thursday	Friday
Periods					
1	8-A				
2					
3					
4					
5					
6					
7	4&7 B&C	9&10 B&C	11&12 B&C	1&2 B&C	5&6 B&C
8					3-A

Key

Number of sections 12

Number of teachers............ 3

First teacher................. A

Second teacher................ B

Third teacher................. C

This schedule is different because a class meeting consisted of two sections. Two sections met as single groups. The dates for this schedule were as follows:

Mar. 27 - 31
Apr. 3 - 7
Apr. 10 - 14
Apr. 17 - 21
Apr. 24 - 28
May 1 - 5
May 8 - 12

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

Course Selection
For
Eighth Grade

SELECT ONE (Place check) ✓

Reading ______

Latin I ______

All students completing Latin I satisfactorily should register for Latin II. If there are other reasons for not registering for Latin II, a conference should be arranged with your counselor. Parents can contact a counselor by calling 566-2502.

SELECT ONE (Place check) ✓

Latin II ______

Not taking Latin II (conference requested ______

Student Signature______________________________

Parent Signature______________________________

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

LESSON PLANS (Optional)

Success and You

Part I

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ___

YOUR CHANGING YEARS 4

Objectives:

To enable the young people to understand the changes that take place in the adolescent period and how to adjust to these changes.

Suggestions to Teachers or Counselors:

A definition of the term adolescence should be formulated by the students. List some of the changes that take place in the adolescent period. What are some of the ways teen-agers want to be like other teen-agers. Why is this so? What behavior causes some teen-agers not to be accepted by others. What controls the changes that young people undergo during the adolescent period? What are some of the things young people can do to prepare for the changes that take place during the adolescent years.

Have each student bring a baby or early childhood picture. Use these to make a "guess who" game. Students should be informed at the completion of the last session to bring picture.

Procedures:

(Music opener) - "Okay, everyone, turn to page 9 in your booklet. Read and listen. At the completion of the reading we will discuss some of the points brought out."

Equipment and Material Used:

Tape recorder - up-to-date music

Student baby or childhood pictures

Filmstrip on adolescent

ESEA Title III, Project 164
Lower Dauphin School District
Grade 1

Student Name ____________________

Date ____________________

SESSION ___

YOUR CHANGING YEARS

Discussion Areas

1. How would you define adolescence?

2. What are some of the changes that take place in a teen-ager during adolescence?

3. Can you name some of the ways that young people want to be like other teen-agers? Why?

4. What behavior causes some young people not to be accepted?

5. What controls these changes that teen-agers undergo in the adolescent period?

6. Can you think of things that you as a teen-ager can do to prepare for the changes that happen in the adolescent period?

ESEA Title III, Project 164
Lower Dauphin School District
Grade 9

SESSION ___

YOU AND YOUR PEERS

Objectives:

To help youth to understand and capitalize on the peer influences in their lives.

To show that young people are greatly influenced by their peers.

Suggestions to Teachers and Counselors:

A definition of such words as peer, group, gang and clique should be one of the first steps and "Read and Listen." A short one-act play that will show the peer influence in our school should be suggested for those who like to write. A list of the ways an individual can influence his peer group should be an interesting experience.

Procedures:

The session You And Your Peers is found on page 13. The activity "Read and Listen" will get started at this time. (Allow time for activity to be completed).

As you were listening and reading, the Discussion Areas Sheet has been placed on your desk. Turn to this sheet. (The discussion areas will complete the session).

A short one-act play that will show the peer influence in our school is an optional undertaking for the next session. Do we have any volunteers that will write a short one-act play showing peer influence. (Students can be assigned this duty at the discretion of the group leader).

Another option is to list the ways an individual can influence his peer group. Do we have some volunteers for this activity?

Equipment and Materials Used:

Tape recorder
Success and You - Part I
Discussion Areas Sheet

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ___

YOU AND YOUR PEERS

Discussion Areas Sheet

I. Terms to define:

Peer - -

Group - -

Gang - -

Clique - -

II. What do we mean "Youth is the age of discovery?"

III. What are some reliable sources of learning?

IV. Do you know how gangs are organized?

V. Are group associations always helpful?

VI. Is it possible to belong to a group and yet remain an individual?

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ___

TOUGH PEOPLE - GENTLE PEOPLE

Objectives:

To have students find out that there are careers that demand a tough or gentle nature.

To show that all of us have varying degrees of toughness or gentleness in our make-up.

Suggestions to Teachers or Counselors:

Have the students make a list of their ten (10) favorite people. After each, place the word "gentle" or "tough" depending on how they impress the students. An analysis of sport figures that are liked by an individual can be made as to whether they are gentle or tough. Have the students develop their own A-B-C chart of careers in which they might be interested. Under A list some things you have to learn; under B list what problems it might help to solve; and under C explain how this career can help others solve problems.

Procedures:

On page 15 Tough People - Gentle People, you will find the beginning of today's activity. "Read and Listen" will start as soon as I can press the start button on the recorder. Okay, the program is about to begin. (Allow time for activity to be completed).

You have on your desk the Discussion Areas Sheet. (Remainder of the period will be utilized with this sheet).

Equipment and Materials Used:

Tape recorder
Success and You - Part I
Discussion Areas Sheet

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ___

TOUGH PEOPLE - GENTLE PEOPLE

Discussion Areas Sheet

I. Who are some students that you know and would consider "Gentle?" "Tough?"

II. Can people of opposite types get along together successfully?

III. Name some careers that demand a tough make-up in order to succeed.

IV. Name some careers that demand a gentle nature to succeed.

V. What is the definition of capability?

VI. How can you combine education and experience to develop capability?

VII. Make a list of your ten favorite persons. Put "gentle" or "tough" after each depending on how they impress you.

1. ______________________ 6. ______________________
2. ______________________ 7. ______________________
3. ______________________ 8. ______________________
4. ______________________ 9. ______________________
5. ______________________ 10. ______________________

VIII. Do the same with sports figures you like. Analyze whether they are "gentle" or "tough" and why.

1. ______________________ Why? ______________________
____

2. ______________________ Why? ______________________
____

3. ______________________ Why? ______________________
____

4. ______________________ Why? ______________________
____

5. ______________________ Why? ______________________
____

ESEA Title III, Project 164
Lower Dauphin School District
Grade 9

SESSION ___

KEEPING YOUR COOL 4

Objective:

To give the students some insight into the understanding of emotions.

Suggestions to Teachers or Counselors:

Ask some of the students to demonstrate the various emotions through their facial expressions.

Ask the students to describe the way they handled some emotion or observed some other person.

Show film "You And Your Emotions" as an optional activity.

Procedures:

The session Keeping Your Cool is found on page 35.

"Emotions are life safety valves. They help release tensions." The "Read and Listen" activity will give you an opportunity to learn about Keeping Your Cool. (Allow time for activity).

Will some of you demonstrate the various emotions through facial expressions. The class will decide what emotion each is. Do you think there are some people who never display any emotion? Explain. (Allow time for discussion). Have you ever heard the term "A poker-faced person?" What do we mean by a poker-faced person? (Discussion time).

Let us look at the questions on your Discussion Areas Sheet. (Remainder of period will be used for discussion). The film "You And Your Emotions" is an optional activity.

Equipment and Material Used:

Tape recorder
Success and You - Part I
Discussion Areas Sheet
Film - "You And Your Emotions" (Optional)

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Lower Dauphin School District
Grade 7

SESSION ___

KEEPING YOUR COOL

Discussion Areas Sheet

I. Of what value are emotions?

II. Mention some emotions we possess.

III. What harmful effects can occur from trying to suppress one's emotions?

IV. Explain how the body sets the emotions into action?

V. What are some wrong ways people express their emotions?

VI. What are some means some people use to control their emotions?

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Lower Dauphin School District
Grade 7

SESSION ___

INPUT - OUTPUT

Objectives:

To show students how the output of one's life depends upon the input along the way.

To stress the importance of using many resources to seek input of knowledge.

Suggestions to Teachers or Counselors:

The class should be encouraged or challenged to develop some original proverbs of their own. The class should judge these and rewards given. The question: How do you think these wise old sayings were started?
Sayings:

a. "A Stitch in Time Saves Nine"
b. "A Truth That's Told With Bad Intent Beats All The Lies You Can Invent"
c. "A Penny Saved is a Penny Earned"

Procedures:

Turn to page 17 of your booklet. The activity "Read and Listen" will commence as soon as everyone is ready. Today's session is called Input - Output. (Allow time for activity).

The Discussion Areas Sheet has been given to you. Anyone that didn't get a discussion sheet? We now want to define a proverb. (Allow time). What is a proverb's value in learning? (Allow time for class discussion). Look at Section II on Discussion Sheet. What kind of explanation can we give for the following proverbs? (Refer to Discussion Sheet and go over three examples). Does anyone have any idea how these old sayings got started? (Question III). Okay, now we want to develop some of our own original proverbs. (Class will do Question IV on Discussion Sheet).

As a finishing activity, list some effective ways of making friends. If you will notice, this is Question V.

Equipment and Materials Used:

Tape recorder
Success and You - Part I
Discussion Areas Sheet

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Grade I

SESSION ___

INPUT - OUTPUT

Discussion Areas Sheet

I. What is the definition of a proverb and what is its value in learning?

II. Give an explanation of the following:
  a. "A Stitch in Time Saves Nine"
  b. "A Truth That's Told With Bad Intent Beats All The Lies You Can Invent"
  c. "A Penny Saved is a Penny Earned"

III. How do you think these wise old sayings were started?

IV. The group will develop some original proverbs of their own. The class will judge these and a reward given.

V. List some effective ways of making friends.

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Grade 7

SESSION ____

ARE YOU GUILTY?

Objective:

To impress upon the students the great harm they are inflicting upon themselves when they are content to do just enough to get by.

Suggestions to Teachers or Counselors:

The instructor should stress the great emphasis the Russian government is placing upon the education of its youth for the purpose of world leadership.

It is important to point out the great need of our country to cultivate all the mental resources of our young folks if we are to remain in the race for survival or explore outer space.

What is meant by the phrase: "Our greatest natural resource is our youth?"

Procedures:

On page 23 the session Are You Guilty? begins. "You all know when hundreds of acres of forests are destroyed this is considered a great loss to a country. Far more tragic than this, however, is the loss which a country suffers when its young people fail to use their mental resources to the fullest."

The Russian Government has placed great emphasis upon the education of its youth for the sole purpose of gaining world leadership. The United States also places an emphasis on the education of its youth. You are all aware of the exploration of outer space and how the United States and Russia are competing. Why are we competing in the space race? (Allow time for discussion).

What is meant by the phrase: "Our greatest natural resource is our youth?" (Allow time for discussion).

Okay, now on page 23, Are You Guilty? The activity "Read and Listen" will begin at this time. (During the activity, pass to each student a copy of Discussion Areas Sheet).

"Does everyone have a discussion sheet?" The remainder of the period will be used for the discussion areas. Let's take a look at question I.

Equipment and Material Used:

Tape recorder
Success and You - Part I
Discussion Areas Sheet

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Lower Dauphin School District
Grade 7

SESSION ___

ARE YOU GUILTY?

Discussion Areas Sheet

I. What would you suggest that Ted Brown do in reply to Mr. Williams' last question?

II. Do you agree with the way Mary Lewis handled her hardship? Explain.

III. Can you think of the ways young people waste their brain power in school? What are the reasons why many students waste their brain power?

IV. Do you think that many good students are also guilty of using only so much of their real brain power? Why is this so?

V. The young people who own cars are more concerned about their cars giving a better performance than they do themselves. Do you agree and why?

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Lower Dauphin School District
Grade 1

SESSION ___

WHAT'S IN A NAME

Objective:

To help students understand that their name denotes more meaning than they may realize.

Suggestions to Teachers or Counselors:

Ask the students to write a frank appraisal of what they think their name means to others. The title might be What I Think My Name Means To Others. Students should not sign these, but hand them in unsigned. A few can be read at random.

Procedures:

"Having a good name is one of the finest possessions a person can have. Many think it more valuable than wealth."

Today on page 25 the session What's In A Name. The activity "Read and Listen" will start in a few moments. (Allow time for completion of activity. Pass discussion sheet to each student).

Let's take a look at the discussion sheet. (The remainder of today's session will be with this sheet).

Optional - English teachers can ask the students to write a frank appraisal of what they think their name means to others. The title will be What I Think My Name Means To Others. Students will not sign their names.

Equipment and Materials Used:

Tape recorder
Success and You - Part I
Discussion Areas Sheet
What I Think My Name Means To Others - Optional activity

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Lower Dauphin School District
Grade 7

SESSION ____

WHAT'S IN A NAME

Discussion Areas Sheet

I. You had nothing to do with the name you have, but you will have a lot to do with what it means to others. Explain how this is so.

II. "A good name is rather to be chosen than great riches." What do we mean by this? Do you agree? Explain.

III. What are some ways by which people can blacken their good name?

IV. How can parents make it difficult for their children to succeed? Is it fair for children to be judged by their parents' actions? Does this happen in your community? Explain.

V. What do the following names suggest to you: George Washington - Benedict Arnold - Nathan Hale - Louis Pasteur?

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Lower Dauphin School District
Grade 7

SESSION ____

BEWARE FALSE BELIEFS 4

Objective:

To make students aware of the importance of getting all the facts before forming an opinion.

Suggestion to Teachers or Counselors:

Ask the students whether they disagree with any of the false beliefs at the beginning of the article. Also, ask if any students can describe any prejudices or false beliefs they have heard or of which they are aware.

The Pennsylvania Dutch have developed a large number of "Hex" signs. Select one or two students to look up the history and meaning of these signs.

Procedures:

Do you know that false beliefs and prejudices are as harmful as a disease. They can destroy people. The session today is Beware False Beliefs. Turn to page 29 when you receive your booklet. The "Read and Listen" activity will start as soon as everyone is ready. (Allow time for activity).

Do you disagree with any of the false beliefs at the beginning of the article? (Allow time for answer). Notice your first discussion question is "What is meant by a false belief?" (Allow time for answer). Question II asks "On what are false beliefs based?" (Allow time for student response). Can any of you describe any prejudices or false beliefs you have heard or of which you are aware? (Response time).

The remainder of period will be directed to the Discussion Areas Sheet.

An optional activity will be to select one or two students to look up the history and meaning of the "Hex" signs developed by the Pennsylvania Dutch.

Equipment and Material Used:

Tape recorder
Success and You - Part I
Discussion Areas Sheet
Optional activity on Pennsylvania Dutch "Hex" signs

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Lower Dauphin School District
Grade 7

SESSION ___

BEWARE FALSE BELIEFS

Discussion Areas Sheet

I. What is meant by a false belief?

II. On what are false beliefs based?

III. What is the meaning of prejudice?

IV. Name some prejudices that people have?

V. What harm can prejudice cause?

VI. How do people learn prejudices?

VII. Is it possible to overcome prejudices? Explain.

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Lower Dauphin School District
Grade 7

SESSION ___

TO YOUR HEALTH 4

Objective:

To instill in the student the desire to attain and maintain good health.

Suggestions to Teachers or Counselors:

The following are some activities that can be considered:

What do we mean by the statement "A person is what he eats?"

Have the students describe their thoughts and feelings when they were ill in bed.

What do we mean by the statement "He who has health has hope?"

Ask the students to give examples to prove losing and trying to regain one's health can be a costly matter.

Procedures:

On page 31 we will commence this session called To Your Health. The beginning of "Read and Listen" will be the first activity. (Allow time).

Okay, what do we mean by the following statements: "He who has health has hope" and "A person is what he eats." (Allow discussion time).

Some of you have been ill at one time or another. Think back and see if you can describe your thoughts and feelings when you were ill. (Allow discussion time).

The next activity will be to use the Discussion Areas Sheet. The remainder of the period will be used for this activity.

Equipment and Material Used:

Tape recorder
Success and You - Part I
Discussion Areas Sheet

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Lower Dauphin School District
Grade 7

SESSION ___

TO YOUR HEALTH

Discussion Areas Sheet

I. Compare the difference some people develop toward their car and their bodies.

II. Why don't some persons show too much concern about their health when they are young?

III. What are some things students do which can affect their health?

IV. How is cheating your body of good food similar to a contractor who cheats on his building material?

V. Give examples to prove losing and trying to regain one's health can be a costly matter.

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SESSION ___

UNDERSTANDING YOUR MENTAL HEALTH 4

Objective:

To help the student gain an understanding concerning the mind and the emotions as they are related to one's body and general welfare.

Suggestions to Teachers or Counselors:

The instructor should point out that having a mental illness is no more of a shame and disgrace than it is to have some other organic ailment such as heart, lung, liver, stomach, etc. The instructor should emphasize the purpose of mental hospitals and the fact that over 57% of the patients return to normal life completely cured.

Procedures:

"More than half of the patients who visit their family doctor for some physical ailment are really suffering from some emotional disorder." Today we are going to take a look at Understanding Your Mental Health. You all should understand that having a mental illness is no different than it is to have some other organic ailment such as heart, lung, liver, stomach, etc. You should also take note that over 57% of the patients of mental hospitals return to normal life completely cured. In fact, quite frequently you read about the new methods used in the treatment of mental illness. (Discussion on methods of treatment today versus those of years ago).

Turn to page 33 and we will start the "Read and Listen" activity of Understanding Your Mental Health. As the activity takes place I will give each of you the discussion sheet. We will use the discussion sheet for the remainder of the period.

Equipment and Material Used:

Tape recorder
Success and You - Part I
Discussion Areas Sheet

[illegible] School District
Grade 7

SESSION ___

UNDERSTANDING YOUR MENTAL HEALTH

Discussion Areas Sheet

I. What did people centuries ago believe concerning the body and the mind? Were they right? Explain.

II. What are some facts we know about mental illness?

III. What do we mean by mental health?

IV. What are some things one might do when experiencing some mental distress?

V. What are some things one might do to avoid being overcome by mental distress?

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Grade 7

LESSON PLANS (Optional)

Life and You

Part II

ESEA Title III, Project 164
Lower Dauphin School District
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SESSION ___

COGNITIVE LEARNING 4

Objective:

To help students understand and develop the "why" for learning.

Suggestions to Teachers or Counselors:

Use the "Discussion Areas Sheet" after "Read and Listen" is completed.

Procedures:

Understanding the nature of the learning process contributes to more effective learning patterns by the individual student.

Turn to page 5, Cognitive Learning the "Read and Listen" activity will start just as soon as you receive your booklet. (Allow time for this activity to be completed).

The "Discussion Areas Sheet" will be used for the remainder of the period.

Equipment and Material Used:

Tape recorder

Life and You - Part II

Discussion Areas Sheet

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SESSION ____

COGNITIVE LEARNING

Discussion Areas Sheet

I. "Explain the meaning of Cognitive Learning."

II. Define "Insight."

III. What two forces acting together start the learning process?

IV. How can learning Arithmetic and English become "tools" in the learning process?

V. How would you define "Know-How?"

VI. How does one build "Brain Power?"

VII. What is meant by Self "Concept?"

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Lower Dauphin School District
Grade I

SESSION ____

GESTALT 4

Objective:

To help young people to understand and utilize the Gestalt theory of learning.

Suggestions to Teachers or Counselors:

Have the students develop an example of a personal career choice on the basis of the Gestalt Pattern at the end of the article.

Have them repeat the process using the Cognitive Pattern.

Procedures:

The Gestalt theory of learning is perhaps the most accepted and should be understood by all learners.

Today we are going to discuss the Gestalt theory of learning. Turn to page 7, and we will have the beginning of the "Read and Listen" activity for this session. (Allow students to get ready and then start the activity).

The remainder of the period will be used in discussion.

Equipment and Material Used:

Tape recorder

Life and You - Part II

Discussion Areas Sheet

Lower Dauphin School District
Grade 7

SESSION ___

GESTALT

Discussion Areas Sheet

I. Compare Cognitive with Gestalt learning.

II. Which type of learning is best for you? Why?

III. Explain: Knowledge is power.

IV. Is it possible to prepare yourself for a future career that does not exist at present?

V. What does the phrase "Always in the state of becoming" mean?

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Grade 1

SESSION ___

LET IT BE[4]

Objective:

To help young people develop some practical patterns of learning -- relaxation periods.

Suggestions to Teachers or Counselors:

Have the students make a list of their relaxation activities. Ask for volunteers to set up a time schedule of their own for periods of work and periods of relaxation.

Procedures:

"All of us need constructive periods of relaxation from tensions and mental activities in order to regenerate our learning mechanism." On page 9 the session called Let It Be - the activity "Read and Listen" will start immediately. At the conclusion of the activity we will use the Discussion Areas Sheet.

Equipment and Material Used:

Tape recorder

Life and You - Part II

Discussion Areas Sheet

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Grade 7

SESSION ____

LET IT BE

Discussion Areas Sheet

I. Does learning always take place on a definite time schedule?

II. List several effective methods of relaxing.

III. What might be some undesirable effects if one does not develop relaxation patterns?

IV. How can the observation of the beauty of nature help us to regenerate our learning mechanism?

V. Explain the term "The Pause That Refreshes."

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Lower Dauphin School District
Grade 7

SESSION ____

PLANNING--THE NAME OF THE GAME[4]

Objective:

To encourage students to give some serious thought about the future when they will be on their own.

Suggestions to Teachers or Counselors:

The instructor should direct the attention of the students to the illustration at the beginning of the article and stress the proportion of life up to 14 years of age and the years still ahead. Point out how much a student has to look forward to and the wisdom of planning well for the years ahead.

Many people have lamented how they wished they had their life to live over again. Have students discuss why some people feel this way.

Some people find life dull, unhappy or filled with misery. Others find it happy, worthwhile and joyous. A discussion should be held as to why this difference of feeling occurs.

Procedures:

Students should enjoy their school days and make the most of them. At the same time they should also look ahead and plan for the days after they leave school. Today's session Planning--The Name of The Game on page 11. We will begin with the "Read and Listen" activity. (Allow time for activity to be completed).

I would like to call to your attention the illustration at the beginning of this article. Notice where you are in your life's journey. Up to this time the planning of your life has been done by your parents. However, you will find that more and more of your planning will be done by you. It is important that you use good judgment in planning for the years ahead.

No doubt you have at some time in your life thought, "How I wish I had my life to live over again. Especially if I would know what I know now." Why do you think some people feel this way? (Allow time for student response).

As you know some people find life dull, unhappy or filled with misery. Others find it happy, worthwhile and joyous. Why do you think this difference of feeling occurs? (Allow time for discussion).

Since our discussion has already started, let us continue with the "Discussion Areas Sheet." Does everyone have this sheet? (The remainder of the period will be this activity).

Equipment and Material Used:

Tape recorder

Life and You - Part II

Discussion Areas Sheet

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SESSION ___

PLANNING--THE NAME OF THE GAME

Discussion Areas Sheet

I. Was there anything wrong with Eston Morgan engaging in athletics and enjoying them? What mistake did he make?

II. Should the extra-curricular activities be eliminated from a school program? Discuss.

III. Do you think students find it difficult at this time in their life to give much thought to their future? Discuss.

IV. Do you think it possible for a student to get an idea as to what he will be like a few years from now? Explain.

V. Do you believe a person makes his own future? Explain.

VI. Discuss this proverb - "The way you make your bed is the way you will sleep."

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SESSION ___

THEORY AND PRACTICE

Objective:

To help young people see the relationship between theory and practice in planning their future career and life styles.

Suggestions to Teachers or Counselors:

Go over the schematic or sketch that will help illustrate the point that has been made in this article.

Procedures:

"Theory and practice must go together in order to achieve desirable outcomes, products, and services."* We want to show you the relationship between theory and practice in planning your future career and life styles. The article Theory and Practice found on page 13 of your booklet will start you on your way. The first activity "Read and Listen" will start as soon as everyone is ready. (Allow time for this activity).

It is important that you understand the sketch at the end of this article. Everyone take a look at the illustration on page 14. (Allow time to discuss).

The remainder of the period will be used to go over the questions on your "Discussion Areas Sheet."

Equipment and Material Used:

Tape recorder
Life and You - Part II
Discussion Areas Sheet

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SESSION ____

THEORY AND PRACTICE

Discussion Areas Sheet

I. Does business and industry place any value on theory?

II. Do you know the theory that is used as the basis for man to learn to use machines to fly?

III. Define engineering. Technology.

IV. Can you name some careers that are mostly theoretical in nature?

V. Can you name some careers that are mostly practical in nature?

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Grade 7

SESSION ___

IMPLEMENTATION 4

Objective:

To learn how to carry out your plans to a satisfactory completion by selecting the right tools and equipment.

Procedures:

On page 15 we have the session with the title Implementation. "Implementation is the second half of Planning. It means simply carrying out your plans to a satisfactory completion. It also means selecting the right tools and equipment to help you do the job."

At this time we will begin the activity "Read and Listen." (Allow time for activity to be completed and any discussion).

To complete this session we will discuss the idea Do Your Own Thinking. The purpose of this is to impress upon you the importance of using the mind's power to reason.

Can you explain what we mean by the statement, "Some people stop to think while others stop thinking." (Allow time for response). Another expression we can try to explain, "Take things with a grain of salt." (Allow time for response).

Equipment and Material Used:

Tape recorder

Life and You - Part II

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Lower Dauphin School District
Grade 9

SESSION ___

CAREER DEVELOPMENT (EQUALS) PERSONAL DEVELOPMENT[4]

Objective:

To help young people to see that career planning is one fact of their total personal development or life-style.

Suggestions to Teachers or Counselors:

Have the students list several career choices that are of interest to them and ways they can improve their personal development. Also, list options that the students would take if their career plans were not working out to their personal satisfaction.

Procedures:

"Career development is a lifelong process that is personally satisfying and brings rewards to everyone in personal development." Career Development Equals Personal Development found on page 17. The "Read and Listen" activity will start immediately. (Allow time for activity to be completed).

You will need paper and pencil for the next activity. Here is what you are to do. List a couple of career choices that are of interest to you. Now, what are the ways these career choices can improve your personal development? (Allow time for activity).

Okay, next list what options you would take if your career plans were not working out to your personal satisfaction. (Again allow time).

We are well on our way in discussion. As a review, take a look at your "Discussion Areas Sheet." The remainder of this period will be used for this activity.

Equipment and Material Used:

Tape recorder
Life and You - Part II
Discussion Areas Sheet

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Grade 7

SESSION ___

CAREER DEVELOPMENT (EQUALS) PERSONAL DEVELOPMENT

Discussion Areas Sheet

I. What do we mean by "Life is forever in motion?"

II. What are some of the influences that cause our values and interests to change?

III. Think about how you would go about developing a life-style. Explain.

IV. Explain how planning for a career adds to your personal development?

V. Do you think there is a magic formula for success? Explain.

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Lower Dauphin School District
Grade 7

SESSION ___

MAKING THE MOST OF WHAT YOU HAVE[4]

Objective:

To get students to realize that there is a better place in the world for a student who is willing to make full use of his mental ability.

Suggestions to Teachers or Counselors:

Select a couple of students to find out information and report to the class on any or all of the following questions:

a. How is your IQ determined?
b. Can you change your IQ?
c. What does IQ really mean?
d. How is IQ measured?
e. What does validity and reliability mean in tests?

Select two or more intelligence tests and explain the aspects of intelligence or "thinking power" each is supposed to measure.

As an optional activity, select a film or filmstrip on this subject to show the class.

Take a poll of the class to find out their feelings about taking tests and the use of test results. Summarize.

Procedures:

"It's common knowledge that individuals vary in mental ability. As a result, some learn more easily than others. The important thing about mental ability is not how much we have but how we use what we have."

Making The Most Of What You Have on page 19 gives you ideas on how to make full use of your mental ability. The "Read and Listen" will be the first of many activities today. (Allow time for activity to be completed).

You will all enjoy the next activity because it involves some volunteers. Everybody likes to volunteer. Here is the situation: We want one or two to search out information and report to the class on the following questions:

a. How is your IQ determined?
b. Can you change your IQ?
c. What does IQ really mean?
d. How is IQ measured?
e. What does validity and reliability mean in tests?

(Pick the number of students needed for this activity)

The next thing we want to do is to show you a couple of intelligence tests, including the one we use in our school. (Explain each test).

What are your feelings about taking tests? I want to take a poll on these feelings by asking: How many like to take tests? Why? (Have students raise hands for counting, and allow time for discussion).

The last activity will be to discuss the questions on your "Discussion Areas Sheet." The remainder of session will be used for this activity.

Equipment and Material Used:

Tape recorder
Life and You - Part II
Discussion Areas Sheet
Report on IQ's (following session)
Film or filmstrip (optional activity)

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Grade I

SESSION ___

MAKING THE MOST OF WHAT YOU HAVE

Discussion Areas Sheet

I. Do you know what students mean when they call someone a brain?

II. What are some of the attitudes or feelings displayed by students who believe they are no brain?

III. What do you know about a person's IQ? What are some of the wrong ideas people have about IQ?

IV. What do you think the greatest mistake a person of low mental ability can make?

V. Do you think a person with low mental ability has any chance to succeed or get ahead? Explain.

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Grade 7

SESSION ____

YOU AND YOUR PARENTS

Objective:

To help students acquire a better understanding of their parents and their own responsibility in making their home a better place in which to live.

Suggestions to Teachers or Counselors:

The students should be asked to write a paragraph on the topic "If I Were a Parent." The papers should not be signed. They should be collected and read to the class by the instructor. Discussion can follow after reading some of the papers.

Procedures:

"Happy is the home where there is love and respect between the parents and their children." Today we are going to consider You and Your Parents. Sounds like an exciting subject. The "Read and Listen" activity will start on page 23. (Allow time for activity to be completed).

Take a sheet of paper and write a paragraph on the topic "If I Were a Parent." Do not sign your name to your papers. After you have finished writing I will collect and read some of the papers to the class. (Allow time for activity and discussion).

Equipment and Material Used:

Tape recorder
Life and You - Part II
Discussion Areas Sheet
Paragraph - "If I Were a Parent"

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Grade 7

SESSION ____

YOU AND YOUR PARENTS

Discussion Areas Sheet

I. What are some of the impressions many children have of their parents? Do you agree with these? Explain.

II. Can you think of some things children should realize about their parents?

III. What do you think are the rights that parents have in the home?

IV. What rights do children have in the home?

V. Some individuals have said years after they left home, "I never realized how much my parents really knew." Do you know what they mean by this?

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Grade 7

SESSION ____

GETTING TO KNOW YOUR TEACHERS 4

Objective:

To make students aware of the important role teachers play in the life of the school.

Procedures:

Getting To Know Your Teachers is a chore that you have done since entering school. It is also true that you will continue this same procedure until you are finished with formal education. Keep in mind that teachers are people who are concerned about other people's children.

Turn to page 25 and the activity "Read and Listen" will start. (Allow time for activity).

The next activity will be to write an essay on any of the following topics. You are not to mention names or sign your name. After the task is completed, we will pass the papers around the class and some of you will be asked to read the paper you received.

Select one of the following topics:

My Favorite Teacher
My Opinion of Teachers
If I Were The Teacher
Teachers Are Important

Equipment and Material Used:

Tape recorder
Life and You - Part II
Essay - About Teachers

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SESSION ___

ARE YOUR MANNERS SHOWING?

Objective:

To stress to the students the importance of displaying courtesy at all times.

Suggestions to Teachers or Counselors:

Ask students to describe acts of courtesy they observed. Discourteous acts.

Ask students to discuss whether a person is justified being rude to a person who is rude to them.

Ask the students to evaluate the student body as a group in our school from the standpoint of displaying courtesy.

An optional activity is a film or filmstrip on "Courtesy."

Procedures:

"It is nice to be important, but it is more important to be nice." I believe the question we want to ask you is Are Your Manners Showing? Of course, this is the lesson for today found on page 27 of your booklet. Let us start the activity "Read and Listen" and then discuss a few questions. (Allow time for activity).

Have you observed acts of courtesy? Please explain them to the class. Do the same with discourteous acts. (Allow time for discussion).

Do you think a person is justified being rude to a person who has been rude to them? Explain.

What do you think of our student body as a group in our school from the standpoint of displaying courtesy? Explain.

The remainder of the class time will be used with the Discussion Areas Sheet.

Equipment and Material Used:

Tape recorder
Life and You - Part II
Discussion Areas Sheet

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Grade 7

SESSION ___

ARE YOUR MANNERS SHOWING?

Discussion Areas Sheet

I. Why did the man in the story fail to deposit his money in the other banks?

II. Do you know how important courtesy is to a businessman. Explain.

III. What is the opinion of some students concerning courtesy? Do you agree? Explain.

IV. Why are good manners of courtesy a good thing to have?

V. Explain - "It's nice to be important, but it's more important to be nice."

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Lower Dauphin School District
Grade I

SESSION ___

EGO BOOSTERS - NON ADDICTIVE[4]

Objective:

To give young people some practical suggestions that will give them some basis upon which to build ego and self-confidence.

Procedures:

"All of us need to make use of wholesome ways of building an integrated and sound ego structure." The "Read and Listen" activity will give us some of the ways of building an integrated and sound ego structure. Ego Boosters - Non Addictive is found on page 29 of your booklet. (Allow time for activity to be completed).

The remainder of the period will be used with the Discussion Areas Sheet.

Equipment and Material Used:

Tape recorder
Life and You - Part II
Discussion Areas Sheet

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ___

EGO BOOSTERS - NON ADDICTIVE

Discussion Areas Sheet

I. Who helps you over the hump when things seem to get you down?

II. What kind of "thrills" are least desirable as ego-boosters?

III. Give examples of how people use up their energy to avoid solving problems rather than working at solutions.

IV. What does "We must learn to accept ourselves" really mean?

V. Give some examples of thinking with your emotions rather than your head.

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ___

WHO PAYS FOR IT?[4]

Objective:

To get students to do some serious thinking about the great destruction of property which makes them suffer the inconvenience, as well as having to pay for it in taxes when he becomes an adult.

Suggestions to Teachers or Counselors:

Have students describe vandalism they have witnessed.

Ask the students to give their opinion of what punishment they think a person who commits vandalism should receive.

What do you think your school can do to prevent vandalism?

Procedures:

As you know, protecting public and school property is a responsibility of every person because it belongs to him. Therefore, students should do some serious thinking about the great destruction of property because it will create inconvenience as well as having to pay for it when becoming an adult.

The session on page 31, Who Pays For It? will give us some answers to questions about vandalism. The "Read and Listen" activity will be completed at this time. Discussion will follow.

No doubt many of you have witnessed vandalism. Can any of you describe what actually took place in these acts? (Allow time for answer).

What do you think is appropriate punishment for a person who commits vandalism? (Allow time for student response).

Do you have any ideas what a school can do to prevent vandalism? (Give time for response).

The remainder of the period will be used discussing the Discussion Areas Sheet.

Equipment and Material Used:

Tape recorder
Life and You - Part II
Discussion Areas Sheet

Grade 7

SESSION ___

WHO PAYS FOR IT?

Discussion Areas Sheet

I. Why do you think young people should be concerned about the great destruction of property both in and out of school?

II. What are some of the inconveniences suffered by people both in and out of school when property is destroyed?

III. Give your ideas why vandalism and destruction of property are committed by people.

IV. Can you describe a person who commits vandalism?

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Lower Dauphin School District
Grade 7

SESSION ___

KEEPING UP WITH THE TIMES[4]

Objective:

To help young people establish a few practical guidelines for developing into an interesting and acceptable person.

Procedures:

"Acceptance by others often depends upon our ability to keep up with current happenings. It is necessary that young people establish a few practical guidelines for developing into an interesting and acceptable person." On page 33 the "Read and Listen" activity will start for the session Keeping Up With The Times. At the completion of reading, we will use the Discussion Areas Sheet.

Equipment and Materials Used:

Tape recorder
Life and You - Part II
Discussion Areas Sheet

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Grade 7

SESSION ___

KEEPING UP WITH THE TIMES

Discussion Areas Sheet

I. List several characteristics that make some people more popular than others.

II. Do you know what it means to be an "outgoing" person?

III. What kind of person is dubbed an "egotist?"

IV. Do you know what it means "To be a good listener?"

V. Is it necessary to become an "expert" on a subject to be interesting to others?

ESEA Title III, Project 164
Lower Dauphin School District
Grade 1

SESSION ___

PROBLEMS! PROBLEMS! PROBLEMS! 4

Objective:

To acquaint students with one method they can use to attack or solve a problem.

Suggestions to Teachers or Counselors:

Ask the students to describe a particular problem they had which caused them to worry or become upset. Find out how the problem was solved.

Bring out in discussion those agencies in the community which offer help to people with problems.

Ask students to make a list of problems that are of concern to most students.

Use the blackboard to illustrate the procedures for setting up a problem as described in the lesson.

Procedures:

"All people at some time or other are confronted by problems which can cause them much anxiety." It is our purpose to acquaint students with one method they can use to attack or solve a problem. Since everyone has problems at one time or another, I believe today's lesson is appropriate. It is found on page 35 and titled Problems! Problems! Problems! The "Read and Listen" activity will start at this time. (Allow time for activity).

Many of you have had a particular problem that caused you to worry and become upset. How did you solve it? (Allow time for response).

We want to list some of the agencies found in our community which offer to help people with problems. (Allow time).

Now list some of the problems you find that concern most students. (Allow time).

We will illustrate on the blackboard how a student should set up his problems on a sheet of paper. We will use the method described in the lesson.

Equipment and Material Used:

Tape recorder
Life and You - Part II

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Lower Dauphin School District
Grade 7

SESSION ____

WHAT ABOUT TOMORROW?[4]

Objective:

To make students aware of their responsibilities when they run the affairs of their country.

Suggestions to Teachers or Counselors:

Allow the students to mention some of the developments that have occurred in their lifetime.

Students should frankly discuss the good and bad things observed by them in the community and the country. Ask them to contribute any solutions they might have.

Optional activity - An essay contest on the subject: "How I'm Going To Run The Country."

Procedures:

What About Tomorrow? - The students sitting in the classroom today will rule the country tomorrow. It is necessary to make students aware of their responsibilities when they run the affairs of the country.

So let us find out What About Tomorrow? - the title of today's session found on page 37 of your booklet. The "Read and Listen" activity is about to begin. (Allow time for activity).

Now that you know some things about what is expected of you, list some of the developments you have seen occur in your lifetime. (Allow time).

Next, we want to discuss the good and bad things you have observed in the community and the country. If you think you have solutions to any of these problems, we would like to hear them. (Allow time for this activity).

As an optional activity we are going to conduct an essay contest on the subject: "How I'm Going To Run The Country." We will have one winner from each section. The prize is a token not worth too much money, but it is useful. Each winner will receive a pen. So go out and do your best. The judges will be the English teachers. (It is also possible to allow students to set up requirements and appoint judges).

Equipment and Material Used:

Tape recorder
Life and You - Part II
Essay contest - "How I'm Going To Run The Country"

ESEA Title III, Project 164
Lower Dauphin School District
Grade 7

SESSION ___

IT BEGINS WITH YOU 4

Objective:

To instill in the students an appreciation of our form of democracy.

Suggestion to Teachers or Counselors:

Have one or two students discuss occupations that require a major in social studies with a social studies teacher, and then report their findings to the group.

Procedures:

"Democracy is more than a word which means government by the people." The purpose of today's session is to instill in students an appreciation of our form of democracy. The title is It Begins With You.

We will start the "Read and Listen" activity at this time. Turn to page 39. (Allow time for activity).

Will two or three of you volunteer to discuss occupations that require a major in social studies with the social studies teacher, and then report your findings to the group.

The remainder of the period will be spent in using the Discussion Areas Sheet.

Equipment and Material Used:

Tape recorder
Life and You - Part II
Discussion Areas Sheet

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Lower Dauphin School District
Grade 1

SESSION ____

IT BEGINS WITH YOU

Discussion Areas Sheet

I. What gives meaning to democracy?

II. Describe some of the activities that occur in countries where democracy does not exist.

III. Do you know some of the advantages you enjoy under our form of democracy?

IV. Who determines how long our form of democracy will exist?

V. How can school help a person develop good democratic practices?

VI. What does the statement "Democracy Begins With Me" mean?

VII. Do you think all individuals in our country believe in our form of democracy? Explain.

APPENDIX III

ESEA Title III, Project 164
Lower Dauphin School District
Grade 8

THEME: Interests: The Way They Develop And Their Importance

Rationale for using grade 8:

The students in the eighth grade are more than able to deal with abstract ideas and to consider what they want to do about their future.

Rationale for using The Theme:

The students of today are interested in learning about themselves. They have already established ideas about their interests. Young people would like to know why some things are interesting and some are not. Interests are directly related to careers and to success.

Trial Population:

Boys: 194 Girls: 164 Total students: 358
(Lower Dauphin Junior High School)

ESEA Title III, Project 164
Lower Dauphin School District
Grade 8

SESSION ___

YOUR GUIDANCE COUNSELOR
VITAL LINK IN YOUR CAREER PLANS [4]

Objective:

To make students aware of the role, responsibility, and functions of the guidance counselor and how a counselor can help them.

Suggestions to Counselors or Teachers:

A definition of the meaning of guidance should be explained to students. One definition can be used - (1) Helping the student to help himself. Any other definitions should also be used.

A visit to the Guidance Department should be arranged for any student that is new in the school. Preliminary planning should include the location of the Guidance Office, appointment procedures, names of counselors, services available, etc. It is important that students should be given a thorough understanding of the services that are available in their school.

Procedures:

In most schools there is a member of the staff whose main role and function is to work closely with all students, and to help any student at any time with problems or requests they have. This member of the staff is the guidance counselor. They are also being referred to as the school counselor. To find out more about your counselor and the vital link in your career plans, turn to page 23 in your booklet.

Equipment and Materials Used:

Work and You - Part III

Tape recorder - optional

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Lower Dauphin School District
Grade 8

SESSION ___

FIRST NAMES, FIRST IMPRESSIONS [1]

Objectives:

To get acquainted with other members of a small group.

To discover one's initial impact on others.

To study phenomena related to first impressions - their accuracy, their effects, etc.

Suggestions to Teachers or Counselors:

The size of each group should be six to twelve participants. The group members should be seated in a circle, with a desk or lapboard for writing.

Procedures:

I. At the first meeting of the group the facilitator suggests that each person give his first name and one or two facts about himself.

II. Participants are then directed to turn their chairs around, away from the circle, so that they cannot see the other group members. They are instructed to write down as many of the first names as they can remember.

III. After about three minutes, they turn their chairs back toward the group and find out whose names they forgot. They may ask for additional information to attach to the names that they find difficult to remember.

IV. The group discusses names, feelings attached to them, difficulties that they experience in remembering them, their reactions to not being remembered, etc.

V. The facilitator hands out additional sheets of paper, on which participants are to write a group roster, in the same order. Then they are asked to note briefly their first impressions of every group member.

VI. These first impressions' papers are collected by the facilitator, who reads them aloud anonymously. He reads all of the impressions that members have of their first participant, who is asked to react to the accuracy of the impressions, his feelings while hearing them, what surprised him, etc. Then all of the impressions of the second participant are read aloud, he reacts, and so on. Variation: Each person reads aloud the impressions he has written about each of the other members.

VII. The group discusses the accuracy of first impression data, the effects of first impressions, and their reactions to this experience.

Equipment and Materials Used:

Two sheets of paper and a pencil for each participant.

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Grade 8

SESSION ___

THE WHEEL 10

Objectives:

To aid the student in becoming aware of self and his classmates.

To help the students get acquainted.

To provide a vehicle for teacher analysis of the class and class analysis of the teacher.

Procedures:

In preparation for the wheel, the following suggestions would be helpful:

A warm, open classroom atmosphere should be created.

Draw a wheel on the board and fill in positive, descriptive words which could be used to describe another person, such as friendly, handsome, etc.

Divide the students into pairs. Distribute sheets with the following information: Complete this "what" wheel for your partner by writing in your positive impressions (a word or phrase) of him/her.

When they are completed, have the students give the wheels to their partners to examine them. Ask each student to check the one adjective about himself which interests him and about which he would like further information. Have them return the wheels to their partners and complete the second step on the paper: Complete a "why" wheel for your partner by explaining why in narrative form you wrote the one particular adjective checked by him/her.

Exchange papers and allow time for partners to discuss their impressions.

A third wheel may be used to suggest how that trait might be improved and developed.

Related Activities:

The students might do a series of wheels on a teacher, persons from history, current events, or literature.

What Wheel

Why Wheel

ESEA Title III, Project 164
Lower Dauphin School District
Grade 9

SESSION ____

PROBLEM-SOLVING [1]

Objectives:

To study the sharing of information in task-oriented groups.

To focus on cooperation in group problem-solving.

To observe the emergence of leadership behavior in group problem-solving.

Suggestions to Teachers or Counselors:

The size of the group is from six to twelve participants. Several groups may be directed simultaneously in the same room. The time required is approximately forty-five minutes. The group members are seated in a circle.

Procedures:

I. Problem-solving task instruction sheets are distributed to the group members.

II. After members have had sufficient time to read the instruction sheet, the facilitator distributes the information cards randomly among the members of the group. He announces that the timing begins.

III. After twenty minutes (or less, if the group finishes early), the facilitator interrupts and distributes the Problem-Solving Task Reaction Forms, to be completed independently.

IV. The facilitator leads a discussion of the problem-solving activity, focusing on information-processing and the sharing of leadership in task situations. Group members are encouraged to share data from their reaction forms. (The solution to the problem, by the way, is 23/30 wors).

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Grade 8

Student Name ______________________

SESSION ___

PROBLEM-SOLVING TASK INSTRUCTIONS

Pretend that lutts and mipps represent a new way of measuring distance, and that dars, wors, and mirs represent a new way of measuring time. A man drives from Town A through Town B and Town C, to Town D. The task of your group is to determine how many wors the entire trip took. You have twenty minutes for this task. Do not choose a formal leader.

You will be given cards containing information related to the task of the group. You may share this information orally, but you must keep the cards in your hands throughout.

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Grade 8

SESSION ___

INFORMATION FOR INDIVIDUAL GROUP MEMBERS

Each of the following questions and answers is typed on 3 x 5 index cards (26 cards). Those are distributed randomly among group members.

How far is it from A to B?
It is 4 lutts from A to B.
How far is it from B to C?
It is 8 lutts from B to C.
How far is it from C to D?
It is 10 lutts from C to D.
What is a lutt?
A lutt is 10 mipps.
What is a mipp?
A mipp is a way of measuring distance.
How many mipps are there in a mile?
There are 2 mipps in a mile.
What is a dar?
A dar is 10 wors.
What is a wor?
A wor is 5 mirs.
What is a mir?
A mir is a way of measuring time.
How many mirs are there in an hour?
There are two mirs in an hour.
How fast does the man drive from A to B?
The man drives from A to B at the rate of 24 lutts per wor.
How fast does the man drive from B to C?
The man drives from B to C at the rate of 30 lutts per wor.
How fast does the man drive from C to D?
The man drives from C to D at the rate of 30 lutts per wor.

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Lower Dauphin School District
Grade 8

SESSION __

INTERESTS: WHAT ARE THEY? 2

Objectives:

To introduce the idea of interests.

To formulate a definition of interests.

To acquire information about a student and to have them consider the relationship between parents' interests and work and, also, the students' own interests and activities.

Suggestions to Teachers or Counselors:

The opinions and questions of the students about their activities and interests, and the work and interests of their parents, should be the main consideration of the session. Time should be utilized for this kind of session.

It is imperative that students must get involved if the sessions are to have any meaning.

Procedures:

Introduction of Career Development Program by teacher or counselor.

This is going to be a continuation of the Career Development Program you started in 7th grade. There will be no grades and no homework. Our sessions will contain plays, stories, games, and discussions. We will want to know your opinions about things.

The sessions will be about interests. The idea will be to find out how interests are developed, what interests will do for you, what the interests are that you have, and possibly what interests will mean for you in the future.

"What do we mean by interests?" (Allow time for student participation). I have a young person I want to tell you about.

This person would not get up in the morning unless the mother called at least two or three times.

In fact, this battle of getting up in the morning just about involved throwing a bucket of water or actually being pulled out of bed. This occurred every morning.

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Grade 8

INTERESTS: WHAT ARE THEY? (Continued)

However, this person informed his mother that since there wasn't any school the next day, plans were being made to go hiking with friends. The mother agreed that this would be okay. The person said, "Mom, get me up at 5 o'clock the next morning. We want to get an early start." Now you know, and I know, this person won't get up at 5 o'clock.

The next morning came, and at the first clang of the alarm out of bed jumped this young person, and in a couple of minutes was dressed and on the way.

The mother just couldn't understand what made the difference in getting out of bed. Especially so early in the morning.

Do you have any ideas why this young person was so willing to get out of bed so early in the morning and to set out without so much as a blink?

Why is it the person couldn't get up on a school day?

What does this story tell us about a person's interests?

(Allow time for discussion).

I think we will all agree that interests are those things we like to do and will do them whenever possible. I think we will all agree that no one has to make us do the things we like to do.

Please complete the following information forms. (Give each student Information Sheet). If anyone needs help with the questions, raise your hand.

(After completing Information Sheet - the following questions can be considered for discussion).

Questions to be Considered for Discussion:

1. How do you think your interests are related to the activities you are involved?

2. How do you think your interests are related to your work in school?

3. Do you know how the interests of your parents are related to the kind of work they do?

4. Do you think getting interested is related to enjoyment?

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Grade 8

SESSION ___

HOW INTERESTS AFFECT US[2]

Objectives:

To review a definition of "interests."

To again show the relationship of interests to enjoyment of activities and work.

To think about some situations dealing with interests and work and have students give their opinions.

To discuss the statements about the situations, and that there is the possibility of differing opinions and the need for understanding another person's viewpoint.

Suggestions to Teachers or Counselors: (Stories follow these instructions)

The lesson has situations that involve the affects of interests on the lives of people and some attitudes people have concerning interests.

The main idea is to have students "think" about possible answers. No attempt to judge whether the students answer right or wrong should be made.

Procedures:

A short review of the previous session by asking for any additional comments. Students have had an opportunity to think and discuss with parents interests and work and may be able to furnish additional thoughts.

We are now going to read some stories about people and interests and answer some questions about these stories. The questions will be marked True or False. Please answer according to your own opinion after giving each question careful thought. We will discuss the stories and answers when everyone is finished.

Example Questions:

Anne and Mathematics - Do any of you have difficulty with math? Who do you think was right - mother or father? If you were interested in math, could you do better? How do you become interested in a subject like math?

Joe Smith and His Father - Everyone think about Joe Smith and his father. What would your reactions be if your father quit a good job to take another job? Put yourself in Mr. Smith's shoes. What would your feelings be if you had to work everyday on a job you really disliked. In your opinion did Mr. Smith do the right thing? Do you think Joe should have been happy or unhappy?

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Grade 8

SESSION ___

HOW INTERESTS AFFECT US

"Stories"

Name ______________________________

Directions: Please read the stories and answer the questions by marking True or False according to your opinion.

Anne and Mathematics

Anne did not like math, and her lowest grades in school were always in math. When her father scolded her, her mother would say, "I never liked math when I went to school, and I guess Anne is just like me. She will never be able to do well in it either." Anne's father answered, "If Anne would just spend more time on math and begin to understand it, she would begin to enjoy it. Anne's reply, "Girls do not like math and are not as good as boys in math."

_______ 1. Anne can never do well in math.

_______ 2. Anne just wasn't interested in math.

_______ 3. Anne's father was right.

_______ 4. Anne's mother was right.

_______ 5. Girls cannot do as well as boys in math.

Amy's New School

Amy's parents decided to move to another part of the state. This meant Amy had to attend a new school. When she attended the new school, she was very lonely. All the kids were nice to her, but they were doing all sorts of things that she never tried and didn't understand how to do. The books were different, and she wondered if she could ever understand the lessons. Some of the girls decided to invite her to join basketball. One girl wanted to help her learn how to play basketball, and another suggested joining the golf club. Amy did not participate in any of these things because she decided to work hard only on school work.

_______ 6. Most young people don't feel lonely in a new school.

_______ 7. The interests Amy had were different from those of the other young people in the new school.

_______ 8. Amy should have tried out for basketball or golf club.

_______ 9. Amy could not change her own interests.

_______ 10. Amy had the right idea when she decided to work just on school work.

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Lower Dauphin School District
Grade 8

"STORIES" - (Continued)

Joe Smith And His Father

The father of Joe Smith had a job as an accountant in an office. He kept records in a set of books and earned a high salary. Due to the large salary he was able to own a fine house and car and many other nice things for his family. However, Joe's dad didn't like sitting at a desk working with numbers all day. Mr. Smith could hardly wait until his working day was over to get home to begin his wood work. He really enjoyed making fine things out of wood. What he wanted to do was give up his job and spend all his time making tables and chairs to sell. Of course, he knew he probably would not make as much money. But he knew he would be a happier person because he would enjoy his work.

________ 11. Mr. Smith was interested in keeping books.

________ 12. Mr. Smith was interested in working with his hands.

________ 13. Mr. Smith should get another job.

________ 14. Joe should tell his father to keep the accounting job because he earned a lot more money.

________ 15. Liking and being interested in a job is not as important as earning more money.

________ 16. Joe will no doubt become interested in working with wood.

Bill And Science

Bill was talking with a teacher about being interested in becoming a doctor when he grew up. The teacher asked him if he was interested in science. Bill said science turned him off. The teacher informed him that he would need to be interested in science to become a doctor. Bill's answer was that he would try to become interested in science.

________ 17. Bill really could not become interested in science.

________ 18. Bill should try reading books about science.

________ 19. Bill should still become a doctor even if he disliked science.

________ 20. Most people need to be interested in their jobs to do well in it.

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Grade 8

INFORMATION SHEET

Student Name ______________________________
Address ______________________________
School ______________________ Grade ______

1. What are your favorite school subjects? ______________________________

2. What are your favorite out-of-school activities? ______________________________

3. List some of your interests (things you like to do): ______________________________

4. What is your father's occupation? ______________________________

5. List some of your dad's interests (things he likes to do): ______________________________

6. How do his interests affect his feeling about his work? ______________________________

7. What is your mother's occupation? ______________________________

8. List some of your mother's interests: ______________________________

9. How do her interests affect her feeling about her work? ______________________________

10. List some of the ways your interests affect your school work: ______________________________

11. List the ways your interests affect your other activities: ______________________________

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Lower Dauphin School District
Grade 8

SESSION ___ 4

FINDING YOUR FIELD OF INTEREST

Objective:

To make students aware of techniques available to help them discover and utilize their interests.

Suggestions to Counselors or Teachers:

First, select an interest survey for students to examine and then have it administered to them.

Procedures:

One of the ways a person can use in selecting an occupation is to take an interest survey. This will give some explanation of how one's interests can be related to occupations. To help you understand about finding your field of interest, you are to turn to page 19 in the booklet Work and You. The next session you will become involved with an interest survey.

Materials and Equipment Used:

Work and You - Part III

Tape recorder - optional

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Grade 8

SESSION ___

FINDING MY INTERESTS[2]

BY

TAKING AN INTEREST INVENTORY

Objectives:

To enable young people to think about their own interests.

To have young people list their own interests.

To give each student an interest inventory so an investigation of their interests can be made in relation to other students of the same age.

Suggestions to Teachers or Counselors:

The interest inventory is to help students acquire some ideas of their strength and variety of interests. No academic or vocational significance is attached to the interest inventory, although it may lead to consideration in later academic or vocational planning. It is imperative that no vocational decision should be encouraged at this time, nor should any decision be attached to this interest inventory. The main purpose is self-exploration.

The directions for administering the interest inventory will be given under "Procedures."

An adult should score the inventories who can enter the scores on the test paper. Students should draw their own profiles under directions from the teacher.

Scoring Directions -

The test items are divided into eight classifications with ten items in each group.

Social	1-10	Science	11-20
Manual	21-30	Verbal	31-40
Art	41-50	Music	51-60
Social Studies	61-70	Play Activity	71-80

Allow the following points "L"--plus two, "L?"--plus one, "D?"--minus one, "D"--minus two.

Count the plus points for the ten items in the group. Count the minus points for the ten items in the group. Find the group score by finding the difference between plus and minus scores and attaching the appropriate sign.

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Grade 3

FINDING MY INTERESTS - (Continued)

Example -

L = 6 x 2 = 12
L? = 2 x 1 = 2
+14
D = 1 x (-2) = -2
D? = 1 x (-1) = -1
-3
+14
- 3
+11 = score

L	L?	D?	D	
		X		71. Play volleyball
X				72. Ride a bike
	X			73. Row a boat
X				74. Go sledding
X				75. Dive in the water
	X			76. Go hiking
X				77. Ice skate
			X	78. Run a race
X				79. Go camping
X				80. Go swimming

Procedures:

The session will start by announcing that a game will be played. Each student is to receive a sheet of paper and asked to put their name and class period on the top. They are then asked to place the heading My Interests. The idea of the game is for each student to list as many of his own interests as he can in three minutes. The winner is the one who lists the most interests. It is suggested that a prize be awarded. Example: pen or pencil. Collect the papers or have them placed in student folders. They will be used to compare with the interest inventories later.

Directions For Administering Interest Inventory:

The motivation of each student is very important in taking an inventory. Each student will receive a booklet with lists of many activities. They are to mark "L" or "L?" if they like them, or "D" or "D?" if they do not like them. It is important that the students be thoughtful and accurate if they are to learn about their interests. This interest inventory should be taken the same as drawing a picture; if the answer is not true, it is like drawing a crooked line and the picture will not be true.

It is necessary to emphasize that in an interest inventory the main idea is to get a true picture of interests and not a high score. A low score or average score may be as good as a high score if the scores describe the true picture of ones interests.

Give each student a booklet and ask them to complete the requested information at the top of the page. Allow time for this, then begin to explain the procedure for marking the interest inventory.

Materials Used:

Interest Inventory Booklet
Blank sheet (used to list interests)

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Lower Dauphin School District
Grade 1

SESSION ___

AN INTEREST INVENTORY

MY INTERESTS

Name ______________________ Grade ___ Period ___

Mark each test item with checks (✓) on the line to the left under the proper letters.

Like very much	- - L	Dislike	- - D?
Like	- - L?	Dislike very much	- - D

Please read item No. 1 and decide how you feel about it. If you like the activity very well, put a check (✓) under the 'L'. If you like it slightly, mark a check (✓) under the 'L?'. Perhaps you dislike this activity! If you dislike it very much, mark a check under the 'D'; but if you mildly dislike the item, mark a check under the 'D?'. If you have any questions, please ask. Continue marking each item with a check under the proper letter after you think how you feel about the activity. If you have any questions, raise your hand. Your booklets will be turned in when you are finished.

L	L?	D?	D	
___	___	___	___	1. Visit friends at their homes
___	___	___	___	2. Belong to Girl Scouts or Boy Scouts
___	___	___	___	3. Cheer up unhappy people
___	___	___	___	4. Teach people how to do things
___	___	___	___	5. Help other students with homework
___	___	___	___	6. Go to parties
___	___	___	___	7. Go on vacation to a place where there are lots of other people
___	___	___	___	8. Make new friends
___	___	___	___	9. Be with other people most of the time
___	___	___	___	10. Play games like cards or monopoly

Score ______

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Grade 8

MY INTERESTS - (Continued)

L	L?	D?	D	
___	___	___	___	11. Study the stars
___	___	___	___	12. Find out what the weather will be
___	___	___	___	13. Take care of fish in an aquarium
___	___	___	___	14. Do an experiment about air
___	___	___	___	15. Study how wild animals prepare for winter
___	___	___	___	16. Study how space ships are built
___	___	___	___	17. Study about auto motors
___	___	___	___	18. Watch a scientist work on an experiment
___	___	___	___	19. Find out how cameras take pictures
___	___	___	___	20. Discover how electricity can make lights light

Score ______

L	L?	D?	D	
___	___	___	___	21. Make things of plastic
___	___	___	___	22. Make puppets
___	___	___	___	23. Type on a typewriter
___	___	___	___	24. Make a movie projector work
___	___	___	___	25. Make things from leather
___	___	___	___	26. Fix things like bikes or dolls
___	___	___	___	27. Wrap presents for people
___	___	___	___	28. Repair things by sewing or gluing
___	___	___	___	29. Use tools to make things
___	___	___	___	30. Put together picture puzzles

Score ______

ESEA Title III, Project 164
Lower Dauphin School District
Grade 8

MY INTERESTS - (Continued)

L	L?	D?	D	
___	___	___	___	31. Read a book
___	___	___	___	32. Have a speaking part in a play
___	___	___	___	33. Write a poem
___	___	___	___	34. Listen to news or comment on the radio
___	___	___	___	35. Read the newspaper
___	___	___	___	36. Write a letter to a friend
___	___	___	___	37. Tell stories to children
___	___	___	___	38. Read about famous people
___	___	___	___	39. Write for the school newspaper
___	___	___	___	40. Hear about a great event

Score ______

L	L?	D?	D	
___	___	___	___	41. Look at beautiful scenery
___	___	___	___	42. Draw a funny picture
___	___	___	___	43. Design a poster
___	___	___	___	44. Paint a picture
___	___	___	___	45. Decorate a room for a party
___	___	___	___	46. Design birthday cards
___	___	___	___	47. Make a dish from clay
___	___	___	___	48. Design clothes
___	___	___	___	49. Collect pictures and make a scrapbook
___	___	___	___	50. Look at famous paintings

Score ______

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Lower Dauphin School District
Grade 1

MY INTERESTS - (Continued)

L	L?	D?	D	
___	___	___	___	51. Play a music instrument
___	___	___	___	52. Listen to a band
___	___	___	___	53. Make up a song
___	___	___	___	54. Play in an orchestra
___	___	___	___	55. Sing in a choir
___	___	___	___	56. Listen to records
___	___	___	___	57. Sing while you work
___	___	___	___	58. Dance or keep time to music
___	___	___	___	59. Play a guitar
___	___	___	___	60. See a musical T.V. program

Score ______

L	L?	D?	D	
___	___	___	___	61. Learn about laws in America
___	___	___	___	62. Study about the life of American Indians
___	___	___	___	63. Learn different languages
___	___	___	___	64. Visit a prison
___	___	___	___	65. Watch news programs on T.V.
___	___	___	___	66. Study about the United Nations
___	___	___	___	67. Learn about different kinds of work
___	___	___	___	68. Help people of different races to get along
___	___	___	___	69. Find out why there are labor strikes
___	___	___	___	70. Report on why we need money

Score ______

ESEA Title III, Project 164
Lower Dauphin School District
Grade 8

MY INTERESTS - (Continued)

L	L?	D?	D	
___	___	___	___	71. Play volleyball
___	___	___	___	72. Ride a bike
___	___	___	___	73. Row a boat
___	___	___	___	74. Go sledding in the snow
___	___	___	___	75. Dive into the water
___	___	___	___	76. Go hiking
___	___	___	___	77. Ice skate
___	___	___	___	78. Run a race
___	___	___	___	79. Go camping
___	___	___	___	80. Go swimming

Score ______

ESEA Title III, Project 164
Lower Dauphin School District
Grade 8

SESSION ___

HOW INTERESTS AFFECT OUR LIVES[2]

Objectives:

To help young people understand:
- The way interests influence their lives at present.
- The way interests may change with changing environment.
- The way interests affect friendships.
- That they may want to develop new interests.

Suggestions to Teachers or Counselors:

The main theme of the class is a play which is to be dramatized by the students. The first act has been prepared to start student thinking about the situation. The students are to decide the outcome of the situation. This can be accomplished by discussion or by writing and presenting the second act of the play.

Students should be selected to play the roles and one to be director and reader of the settings, etc. These students should be excused from the classroom for a set amount of time to read their parts and to prepare for presenting the play. A discussion can be conducted with students remaining in the classroom. A question and answer period can be utilized on any subject, or the students can be prepared for the play by discussing the characters or the problem of entering a new school for the first time after moving from another locality. Discussion can relate to how this situation could be handled.

By interesting the Language Arts department a group of students could be motivated toward writing and presenting the second act of the play.

Procedures:

Inform the students that the interest inventories will be scored and returned to them at the next session when they will draw profiles and discover more about their own interests.

Today we will have a play about some eighth grade students. It may also be possible that some of you may have a chance to write an ending and play the parts in the second act. (Students that are good readers should be selected).

The parts are distributed to the students who will present the play. They are given time to read the lines before the presentation. (Note this is the time for discussion. See lesson plan for suggestions).

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Grade 8

HOW INTERESTS AFFECT OUR LIVES - (Continued)

The students are responsible for the presentation of the play. A clarification of any parts of the play should be given if necessary. At the conclusion of the play it can be suggested that a second act be written. (Allow English teachers to initiate writing of second or third act). If additional acts are written they will be presented at a later time.

Some suggestions for additional acts could be methods for developing new interests. Have Mortimore develop new interests in this way. Try to show how these could be significant in future life.

Materials Used:

One-act play

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Lower Dauphin School District
Grade 8

SESSION ____

A BOY ATTENDS A NEW SCHOOL

PLAY - - Act I (The announcer reads)

SCENE - - A junior high classroom

TIME - - The beginning of the school day

CHARACTERS - - The teacher
Jan
Betty
Jay
Mortimore Edward Crawford
Jim
Donna
Paul

(The teacher brings a new boy into the room and introduces him to the class).

Teacher - - Okay, everyone, time to get quiet, this is a new student from West Virginia. His name is Mortimore Crawford, and I know you'll be glad to meet him.

Mortimore - - Pardon me, ma'am. My name is Mortimore Edward, and I'd like it right well to be called that.

Teacher - - Well, it's a long name but, Mortimore Edward, we'll try to remember. Jim, will you be Mortimore Edward's buddy for the day? You can have him share your locker. Show him where it is so he can put his coat away.

Jim - - Hi! Glad to meet you, Mort.

Mortimore - - My name is Mortimore Edward, and I'd be pleased to have you remember!

Jim - - What? Well, sure, I'll try, but it sure is a long name. Let's get your coat hung up, and we just have time to get a library book before school starts.

Jan - - Let me help Mortimore Edward get to the library. I need to go for a book.

Mortimore - - I thank you, but I don't care to go to no library. I don't plan to waste my time readin' a book.

Jan - - But books are fun. You'd like books if you read some of ours.

Mortimore - - I don't want no book, thank you.

Teacher - - Maybe we can wait to get Mortimore Edward to the library after he is better acquainted with our school. I believe it is time for everyone to be seated. Mortimore Edward, you can have the seat next to Jim.

(Everyone takes their seat. Jim motions Mortimore to the empty seat next to his. Mortimore takes the seat without saying anything).

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Grade 8

A BOY ATTENDS A NEW SCHOOL - (Continued)

Teacher - - As you know, today we are going outside for some recreation. All of you report to the softball field at this time.

(The students move outside to the athletic field and gather around Mortimore Edward).

Jay - - Let's play ball. I'll get the balls and bats.

Paul - - Mortimore Edward, you can be on my team. I'll bet you're a good player.

Mortimore - - Thank you, but I don't play ball.

Paul - - Well, then, we'll do something else.

Mortimore - - I don't plan on doing anything at all.

Paul - - But what did you do at your other school?

Mortimore - - We played "Kick the Can", threw rocks in the creek, or whittled.

Jay - - Well, you can easily learn to play ball. We do it all the time.

Mortimore - - I don't want to play ball.

Jim - - Okay. The rest of you go play. I'll stay with him.

(The fellows leave and start playing ball. Donna and Betty come over to Jim and Mortimore).

Betty - - Aren't you going to play ball?

Mortimore - - I don't like to play ball.

Donna - - Well, we are going to play basketball. Come on over and shoot baskets with us. Besides we're as good as the boys at shooting baskets. We'll beat you.

Mortimore - - Thank you, but I don't want to play basketball.

Betty - - Why not? It's fun.

Mortimore - - Well, I don't think it's fun, and I am not going to do it.

Donna - - Come on Betty, let him alone. He doesn't want to do anything.

(Girls go off).

A BOY ATTENDS A NEW SCHOOL - (Continued)

Jim - - Gee, are they mad. Why don't you want to shoot baskets. Don't you like girls?

Mortimore - - Oh, girls are all right, but I don't know how to play basketball, and I'm sure I wouldn't like it.

Jim - - Oh, I'll show you how. You'd be good; you are tall.

Mortimore - - I don't want to learn.

(Some of the fellows and girls come over to talk).

Mortimore - - You kids sure do look funny at this school. Why do you wear your Sunday clothes to school?

Paul - - These aren't Sunday clothes. We just try to wear clothes that look nice and neat.

Mortimore - - Only sissies would wear clothes like that to school where I come from.

Jan - - These boys aren't sissies. I don't think you're being very friendly.

Mortimore - - If you don't like me, you don't have to stay here with me.

Jan - - All right, we'll leave. Come on girls.

Jim - - According to my watch it is time to go back inside and get ready for our next period. Come on Mort. Let's go inside.

Mortimore - - Mortimore Edward, please.

(The next scene takes place back in the classroom).

Teacher - - Okay Jim. What's the matter? You've enjoyed helping people who were new in school before.

Jim - - He doesn't like anything we do. He doesn't even like the way we look, and he won't try to be friendly.

Teacher - - He does feel strange here. He grew up in a different kind of community and his interests are different. I think he is lonely too. How do you think we can help him?

Jim - - I don't know, but I think if he wants to get along here he'd better get interested in the things we like and start to treat us better.

Teacher - - Jim, it's a two-way street. Maybe we can interest him in our games, but maybe we can also get him to share some new interests with us.

A BOY ATTENDS A NEW SCHOOL - (Continued)

Paul - - I am not too interested in whittling or throwing rocks in a creek. Besides, we don't have a creek anyway. If something doesn't happen soon, we'll all hate him.

Teacher - - It's time to change classes. Tomorrow I'll take Mortimore over to the library to introduce him to the librarian and to get his library pass. It is just possible that you and the rest of the group can find a way to help him. Will you give it a try?

Jim and Paul - - Well, we'll try.

(End of Act I)

Act II takes place in the classroom, and the teacher has just taken Mortimore to the library to get his library pass. The students are discussing ways to help the situation.

What do you think they said?

What could they have done to help Mortimore?

What could Mortimore have done to help himself?

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Lower Dauphin School District
Grade 8

SESSION ___

THE DIFFERENT KINDS OF INTERESTS[2]

Objectives:

To make it possible for students to think about different kinds of interests.

To make it possible for students to identify their own interests.

To make it possible for each student to prepare two profiles: One for the school, one to keep.

To relate interests to the possible enjoyment of careers.

Suggestions to Teachers or Counselors:

At this time the scoring of the inventories should be finished and the final scores entered on the test paper. Check directions in session - if necessary.

Pass the inventory papers and two profile sheets to the students.

The use of career information should be incorporated and coordinated with the results of the inventories. Keep in mind that interests mean that one is likely to enjoy the work and not that one has the abilities to do it.

Procedures:

If you have given careful answers, the results will probably be of some use to you. However, if you did not think carefully about the answers, the results will not be accurate.

Each student will receive his answer sheet. Also, two profile sheets will be given.

Please fill in your name on the Profile Chart and get your pencil ready to draw your profile. Look at the score near item ten on your inventory. This is your social score and will be entered in the first column. Move your pencil down the social column to the block numbered with your score and mark a dot (•) in the center of that block. Now look near item twenty at your science score and enter a dot in the block numbered with your score under science. Be careful to look at the '+' and '-" scores. This will make a great difference in your profiles.

At the completion of marking profiles, each student is to receive a Profile Explanation paper.

THE DIFFERENT KINDS OF INTERESTS - (Continued)

You have placed a dot in each column. Connect each dot to the one following with a straight line. If you have completed the first profile correctly, you may complete the second one the same way.

We will read the explanations for the different columns on the Profile Chart. (Allow time for activity). Use the information on the profile explanation to find out if your scores are high, low, or average.

Note: There is no good or bad about the scores you have. There is no passing or failing. Sometimes it is better to be low than high -- for some occupations; sometimes it is better to have high scores.

Some examples:

High science, high social, low music --
Nursing? Home Economics?

High music, high social studies, low science --
Music teacher?

Discussion can follow after completion of the profiles. Remember, you are not doing this to make occupational decisions. This is done to stimulate your thinking about your interests and for you to discover what your interests might mean and whether they should or would like to develop new interests.

You are to keep one Profile Chart. Pass the second copy to the front of the room. Place your copy of the Profile Sheet and Answer Sheet in your folder.

Equipment and Materials Used:

Answer Sheets - completed
Profile Sheets - two
Profile Explanation Sheet
Overhead projector
Career Development Kits

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Grade 8

Name ______________________________

PROFILE SHEET

	Social	Science	Manual	Verbal	Art	Music	Social Studies	Active Play
+ 20								
+ 19								
+ 18								
+ 17								
+ 16								
+ 15								
+ 14								
+ 13								
+ 12								
+ 11								
+ 10								
+ 9								
+ 8								
+ 7								
+ 6								
+ 5								
+ 4								
+ 3								
+ 2								
+ 1								
0								
- 1								
- 2								
- 3								
- 4								
- 5								
- 6								
- 7								
- 8								
- 9								
- 10								
- 11								
- 12								
- 13								
- 14								
- 15								
- 16								
- 17								
- 18								
- 19								
- 20								

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MEANING OF SCORES

Social -- A high score means that you enjoy being with other people and working with others rather than alone. A low score means that you prefer to work independently.

Science -- A high score means you like to read, talk about, and investigate things in science. This could be about space or nature, or energy, or many other things.

Manual -- A high score means that you particularly enjoy doing things with tools or with your hands.

Verbal -- A high score means you like activities where words are used, like reading or talking.

Art -- A high score means that you like to make and look at beautiful things. You like to draw and paint and create things from material like clay or fabric.

Music -- A high score means that you like music. Perhaps you sing or play an instrument or make up tunes. Maybe you enjoy listening to music.

Social Studies -- A high score in this area shows that you are interested in learning more about people and how they live and work together. You are, also, probably interested in learning about different places in the world.

Active Play -- A high score means that you have a lot of energy and like things when you move about a lot.

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Grade 8

SESSION ____

INTERESTS ARE NOT ENOUGH IN A CAREER 4

Objective:

To indicate to students the importance of matching abilities with interests in helping someone to choose a vocation.

Suggestions to Counselors or Teachers:

Discuss how many people are working in jobs in which they are not interested and yet they still are earning a living that is comfortable. How do these people get into a situation like this, and why don't they try something else? Also, why do some people take jobs that don't pay very much?

Procedures:

A person who has a great interest in a certain vocation does not mean this will guarantee success in that career. There are other things that must be combined with your interest if a person is to be successful in his life's work. By reading the unit titled Interests Are Not Enough In A Career on page 25 of your booklet, you will find out the importance of matching your abilities with interests in selecting a vocation.

Equipment and Materials Used:

Work and You - Part III

Tape recorder - optional

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Grade 8

SESSION ___

YOUR SCHOOL SUBJECTS AND CAREERS 4

Objective:

To make it possible for students to see the relationship between school subjects and careers.

Suggestions to Teachers or Counselors:

The subjects that are being taught should be related to things that the students are making use of now in daily life.

Procedures:

Believe it or not the school subjects you are taking in school can lead to worthwhile vocations if one explores them thoroughly and studies them closely. Time and again you hear, "Why must we study these subjects?" . . . "What good will these subjects do for me when I am out of school?" If one can take the time to ask these questions, then why not take time to find an answer to them.

The lesson Your School Subjects and Careers on page 15 of Work and You will give some explanation toward finding an answer. A discussion session will be conducted after reading this lesson.

Equipment and Materials Used:

Work and You - Part III

Tape recorder - optional

Discussion Areas Sheet

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Lower Dauphin School District
Grade 8

SESSION ___

YOUR SCHOOL SUBJECTS AND CAREERS

Discussion Areas Sheet

1. Name some subjects you are involved in now that won't help you after leaving school.

2. There are many times when a person is able to get a job because of the subjects he had in school. Give an example.

3. The fellows who were in the military service overseas report they were glad to have studied social studies in school. Why?

4. Many students say as long as they can speak English this is all the English needed. What do you think?

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Lower Dauphin School District
Grade 8

Theme: Valuing--Exploration and Discovery

Rationale For Using Grade 8:

The groups and individuals who are concerned about personal growth and fulfillment need a program of experiences. This program concerns value experiences.

Do we really know what are our values? How is it possible for an individual to know for sure what and who he values?

Values are a personal thing. The values that I have are not the same as yours, nor are your values mine. It is, however, necessary for me to respect the values you have, if I want you to respect mine.

Therefore, it is necessary to seek values by looking to myself and the way I see the world around me.

What is a value? It is a conviction, a belief that persuades me to act or to conduct myself in some manner. This is a value.

The program is a continuation of the value experiences originated in the seventh grade. It will help clarify what our values are. This will help us to understand our encounters and relationships with others.

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Lower Dauphin School District
Grade 9

SESSION ___

EXPLORATION AND DISCOVERY 3
VALUING

Objective:

To formulate a program of experiences for groups and individuals who are concerned about personal growth and fulfillment.

Suggestions to Teachers or Counselors:

The lessons provide a series of experiences to bring into focus the important value dimensions of our lives. They will help to clarify what our values are, to understand how they affect our encounters and relationships with others and with the changing world around us.

Some other points covered are:

Confronting Change: The way one deals with our feelings about change is not a simple task. We need the concern and support of others. The way we relate to other persons is important.

Knowing How To Relate: It is important that one know himself. Also, one must be open to and understand others. Understanding involves more than listening to what is said; it means listening to feelings and attitudes as well.

Trust: This is an important element in personal relationships. To trust another is to value another - to affirm his value as a person.

These are some of the insights we hope will be gained from these lessons. With this kind of sharing, we hope you will have a better understanding of values and of the changes that happen to you as you come into contact with people in the changing world of today and tomorrow.

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Lower Dauphin School District
Grade 8

SESSION ___

Unit I

VALUES AND CHANGE 3

Basic Principles

Objective:

To form a basic understanding of the valuing principles involved in learning to live with change.

Suggestions to Teachers or Counselors:

It is important that you read the book Valuing - Exploration and Discovery by Brian Hall.

Some additional points that you should keep in mind as your group goes through the unit are found in the leader's manual on page 3. Make sure you are completely familiar with these instructions.

Group Size
A large group of students should be arranged in groups of eight.

Seating Arrangements
The most effective seating is a circle with the leader as one of the group. Use of a teacher and teacher aids to act as group leaders would make things more effective.

Tone of Lesson
It is important that the sessions be informal to enable each person in the group freedom to participate.

Procedures:

What are our values anyway? Do we really know? How can we know for sure what and who we value?

Values are, first of all, personal. My values are not your values, nor are yours mine. But, as I wish you to respect my value choices, I will honor yours.

So I must look to myself and how I see the world around me to find my values. More than that, how do I move in the world, what actions do I take to express my beliefs?

That is the key. A conviction, a belief that propels me to act. That is a value.

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Grade 8

VALUES AND CHANGE - (Continued)

Today, we want you to form a basic understanding of the valuing principles involved in learning to live with change by listening to case studies and discussing questions provided with the illustration of each principle.

(Note group leader should refer to the leader manual and instructions on page 3 under Unit I).

Equipment and Materials Used:

Valuing: Exploration and Discovery Kit by Argus Communications
Tape player - cassette
Pencils and paper
Opaque projector - (optional if group is larger than eight)
Leader Manual

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Grade 8

SESSION ___

Unit II

EXAMINING PERSONAL VALUES: 3
A DISCOVERY EXPERIENCE

Objective:

The administering of a self-testing exercise to give group members an opportunity to examine their values in relation to change.

Suggestions to Teachers or Counselors:

Read the test and the evaluation sheet carefully before beginning the discussions with the group. Each student is to receive a copy of the test and the evaluation sheet.

Procedures:

We want you to examine your personal values in relation to change by taking a self-testing exercise. Each student will receive a copy of the test and an evaluation sheet.

(Group leaders are to refer to the manual and instructions on page 4 under Unit II).

Equipment and Materials Used:

Valuing: Exploration and Discovery Kit by Argus Communications
Living With Change--a test--copy for each student
Evaluating the test - copy for each student
Tape player - cassette
Cassette tape
Leader Manual

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Grade 8

SESSION ___

Unit III

VALUES IN LISTENING 3

AN EXPERIENCE IN COMMUNICATION

Objective:

To have the group test their ability to listen and communicate verbal and emotional content by discussing taped conversations illustrating varying levels of communication between people.

Suggestions to Teachers or Counselors:

Listen to the taped section for Unit III. Follow the instructions found on page 6 of the leader manual. It will be necessary to plan two sessions for Unit III.

Procedures:

Today, we are going to test your ability to listen and communicate verbal and emotional content by discussing some taped conversations. These conversations will illustrate varying levels of communication between people. If you want the tape stopped at any point, please raise your hand as an indication.

Equipment and Materials Used:

Valuing: Exploration and Discovery Kit by Argus Communication
Cassette tape
Tape player - cassette
Pencils
Leader manual

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Grade 8

SESSION ___

Unit IV

APPLYING VALUES 3

THREE EXPERIENCES IN ROLE-PLAYING AND SCULPTURING

Objective:

To help the group apply their feelings about change and their values through active participation in set situations cued by visuals.

Suggestions to Teachers or Counselors:

Make sure you are familiar with the cards and the instructions on the back of each. Refer to page 7 of the leader manual for instructions. The cards are to be displayed in sequence. The group is to follow instructions on the cards and to discuss their feelings. It is important to have groups of eight.

Procedures:

This session will help the group to apply their feelings about change and their values through active participation in set situations with the use of three (3) visual cue cards.

I would like to also suggest that at the end of the set situations you might want to explore the book Valuing in more detail. If any of you are interested, please remind me by asking for the book.

Equipment and Materials Used:

- Valuing: Exploration and Discovery Kit by Argus Communication
- Three (3) visual cue cards
- Cassette tape
- Tape player - cassette
- Opaque projector - optional (size of group)
- Leader manual

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Grade 8

SESSION ____ 4

WHAT'S AHEAD IN THE WORLD OF WORK

Objective:

To show students which areas of work will offer them the most opportunity for employment in the next few years.

Suggestions to Teachers or Counselors:

The students should read the unit starting on page 11. An option of having the unit on tape can also be used. At the completion of reading or listening, a discussion period should be initiated. Use the discussion questions on the sheet supplied.

At the close of the discussion period a filmstrip entitled "Preparing for the Jobs of the '70's" can be presented. There are two parts: Part I - 17½ minutes; Part II - 17-3/4 minutes. The filmstrip must be obtained from the Dauphin County Technical School.

Procedures:

We are going to have a number of things going today. First, turn to the Career Development Booklet. On page 11 I want you to read the unit "What's Ahead In The World of Work." A discussion will be conducted at the completion of the reading. (Note: The unit can be presented on tape).

(If time permits, introduce the filmstrip or wait until the next session).

The filmstrip Preparing for the Jobs of the '70's will be presented at this time. It will show the many career opportunities that exist in the 1970's. Think about your own future and keep in mind there are many jobs unfilled today because people have failed to prepare themselves for these positions. There will be a job for you if you are prepared.

Equipment and Materials Used:

Work and You - Part III
Discussion Areas Sheet
Tape recorder - optional
Filmstrip - "Preparing for the Jobs of the '70's"
Filmstrip projector
Record player

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Lower Dauphin School District
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SESSION ___

WHAT'S AHEAD IN THE WORLD OF WORK

Discussion Areas Sheet

1. Can you think of some of the things you should keep in mind about jobs?

2. Explain: Technology - Technician - Laboratory Technician - Practical Nurse - Civil Service.

3. Explain how the training requirements are different for an engineer and a technician.

4. If the population increases what effect does it have on employment Opportunities?

5. Do you think the space exploration has created a demand for new and different types of workers?

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Grade 8

SESSION ___

GROUP CONVERSATION[1]

Objectives:

To develop a compatible climate and readiness for interaction in a group through sharing the commonalties of personal experience.

To involve those who do not know each other or who have prejudices or resentments toward each other by relating quickly at an affective level.

To give members of a group a feeling for and appreciation for what appears commonplace in their lives.

To get people off the intellectual treadmill.

To use as an ice breaker.

To integrate newcomers into a group.

Suggestions to Teachers or Counselors:

The group size should be twelve or more members. When the group consists of fewer than twelve members, the experience may become more intense than intended.

The time required: Group conversation can be a fifteen minute prelude to other group activities, or may be planned for up to an entire evening or several meetings, depending upon the needs of the individual group.

The group members should sit in a circle. This is the most effective setting since it provides for easier verbal communication, group observation of individuals' reactions, and an atmosphere of inclusion.

Procedures:

The facilitator must be able to provide a comfortable balance between autocratic and democratic leadership if the group is to function well. This means that he must be prepared to refocus the group on personal feelings and experiences if it shifts to intellectualizing; it also means that he must tactfully intervene if one member is taking up more than his share of the time.

I. The facilitator prepares the group by explaining that in Group Conversation, the participants share experiences rather than opinions. Thus it is not to be confused with group discussion, which is problem-and-intellect centered as opposed to person-and-feeling centered, as is Group Conversation. He may wish to lecture briefly on the following theme: When a group of persons exchange memories of experiences of sorrow and/or joy, a warmth and closeness usually develops quietly and quickly.

II. The facilitator chooses a general theme or an item from the Conversation Starters Form.

III. The facilitator encourages conversation to begin with descriptions of childhood experiences which illustrate the individual member's feelings and attitudes toward the subject. The facilitator may need to ask questions which help group members to describe their experiences. As the conversation progresses, the facilitator allows it to move on into post-childhood experiences and then into the present. The participants should see the progression of certain ideas or themes.

IV. The facilitator leads a brief discussion of the Group Conversation Experiences.

Equipment and Materials Used:

Conversation Starters Form for the facilitator.

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SESSION ___

CONVERSATION STARTERS

Facilitator Copy

1. Other people usually . . .
2. The best measure of personal success is . . .
3. Anybody will work hard if . . .
4. People will think of me as . . .
5. When I let go . . .
6. Marriage can be . . .
7. Nothing is so frustrating as . . .
8. People who run things should be . . .
9. I miss . . .
10. The thing I like about myself is . . .
11. There are times when I . . .
12. I would like to be . . .
13. When I have something to say . . .
14. As a child I . . .
15. The teacher I liked best was a person who . . .
16. It is fun to . . .
17. My body is . . .
18. When it comes to girls . . .
19. Loving someone . . .
20. Ten years from now, I . . .

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Lower Dauphin School District
Grade 9

SESSION ___ 4

YOUR LIFE PERIODS

Objective:

To show students the periods into which their life is divided and some of the things that occur during these periods.

Suggestions to Teachers or Counselors:

It is necessary to become familiar with the booklet Work and You - Part III. A staff manual and curriculum guide is also available to aid with discussion and additional activities. Discussion Areas Sheets should be available for each student to refer to during the discussion period.

Procedures:

Most of you are familiar with the Career Development Booklet. Today we are going to look at the periods of your life. Turn to page 5 and notice the title of this lesson. It is called Your Life Periods.

You are to read this lesson. A discussion sheet with questions will be used for the wrap-up.

Equipment and Materials Used:

Work and You - Part III by the Career Development Service
Discussion Areas Sheet
Tape recorder - optional (use if lesson is taped)

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Grade 8

YOUR LIFE PERIODS

Discussion Areas Sheet

1. Can you give a brief discription of the periods into which a person's life is divided?

2. Do you know why the third period of a person's life is most important?

3. Do you know why it is helpful for a person to know that his life is divided into periods? Explain.

4. What are some of the things that are unexpected in a person's life which can affect his life periods?

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Grade 8

SESSION ___

4

THE CHANGING WORLD OF JOBS

Objective:

To have students become aware of how jobs are constantly changing and how important it is to continually prepare themselves to meet the changes.

Suggestions to Counselors or Teachers:

Invite a representative of labor to visit the group. Such areas as increased employment benefits such as: Automation, its impact on unemployment; extended vacation plans, retraining of workers, hospitalization.

Procedures:

Turn to page 9, The Changing World of Jobs. As the world changes, jobs also change. Old ones are eliminated, new ones created. Workers must be ready to meet these changes through retraining and study if they expect to hold their jobs or prepare for new ones.

At the completion of the reading exercise, we will have a discussion period. If you have any questions, we will take care of them at this time.

Equipment and Materials Used:

Career Development Service - Work and You - Part III
Tape recorder
Labor representative - alternate

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Grade 8

SESSION ___

THE CHANGING WORLD OF JOBS

Discussion Areas Sheet

1. List some of the common occupations that were performed in small communities years ago. Do any of these still exist?

2. Compare women's position in the world of work in Mark Twain's time and today.

3. Do you think young people need an education more today than in Mark Twain's day? Explain.

4. What are some changes that automation has brought about?

5. List some of the things you will have to expect when you enter the work force?

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SESSION ___

GROUP TASKS[1]

Objectives:

To establish a task which may be carried out by a small group in order to study group processes.

Suggestions to Teachers or Counselors:

Each group size should be between six and twelve participants. The time required is approximately one hour.

Procedures:

I. The facilitator chooses one of the tasks below and selects process observers. (See "Process Observation: A Guide," 10; or "Process Observation Guides," 37). Variation: group-on-group observation. (See #6).

II. The group works on the task. The facilitator may want to experiment with imposing a time limit.

III. Observers give oral reports, and then the group members discuss their participation and the processes evident in the interaction.

The following is a list of tasks:

1. Make a checkerboard. (Equipment and Materials 1).

2. Plan a campaign to elect Ronald MacDonald student body president (or similar office). The plan should incorporate the resources available within the group. (Equipment and Materials 2).

3. Given a sum of money, allocate funds to units within your organization. (Equipment and Materials 2).

4. Devise a game to be played with a round ball. Make up the rules and play the game. (Equipment and Materials 3).

5. Follow the instructions for rank-ordering characteristics of a good group. (Equipment and Materials 4).

Equipment and Materials Used:

1. Black and red construction paper, scissors, tape, ruler, glue, stapler, and pencils.
2. Blackboard, paper, and pencils.
3. Any size round ball.
4. Group Characteristics Ranking Forms and pencils.

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Grade 8

Student Name ______________________

SESSION ___

GROUP CHARACTERISTICS RANKING FORM

Your task as a group is to rank the following statements that might describe the characteristics of a good group. To do this, place a "1" in front of the statement that is the most important characteristic of a good group, place a "2" in front of the next most important characteristic, etc. Place a "12" in front of the statement least descriptive of a good group.

You must work on the task as a group. You may organize for work in any way that you wish, as long as you work as a total group.

___ There is a healthy competitiveness among members.

___ Everyone sticks closely to the point.

___ The group avoids conflict situations.

___ Members perform leadership functions.

___ Each member gives and receives feeling feedback.

___ The leader suggests a plan for each group meeting.

___ Aggression is openly expressed.

___ Informal sub-groups develop spontaneously.

___ Members freely express negative feelings.

___ The goals of the group are explicitly formulated.

___ Information is freely shared among members.

___ Members' feelings are considered when tasks are performed.

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Grade 8

SESSION 4

PROGRAMMING YOUR FUTURE

IN THE WORLD OF WORK

Objective:

To show students the steps or procedures that should be followed in programming one's life and future.

Suggestions to Teachers or Counselors:

Bring into class the various types of tests used to measure a students interests and abilities. Suggest to students that they review the lessons mentioned in this article. It will be necessary to make available the booklets that contain these articles.

Procedures:

It is important to know there are steps or procedures which will help pinpoint a job or make possible a brighter future for yourself. When you follow these steps or procedures in a systematic way it is called programming.

Turn to page 7 of your booklet and begin reading. We will have a discussion period when everyone is finished.

Equipment and Materials Used:

Work and You - Part III
Discussion Areas Sheet
Success and You - Part I (Review)
Life and You - Part II (Review)
Tape recorder - optional (use if material is taped)

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PROGRAMMING YOUR FUTURE IN THE WORLD OF WORK

Discussion Areas Sheet

1. Can you explain what programming your life means to you?

2. Do you know why three periods of your life are pretty well programmed for you? Do you think this should be so? Explain.

3. Explain the steps an individual should follow in programming his life.

4. What stage of a person's life does he become pretty well responsible for programming one's own life? Why is this so?

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SESSION ___ 4

JOBS! JOBS! JOBS!

Objective:

To make students aware of the fact that there are many types of jobs, and the way to gain information about various jobs.

Suggestions to Counselors or Teachers:

Bring into class two or three copies of the *Dictionary of Occupational Titles*. Also, career briefs can be used to show the different classifications.

Procedures:

Have the students read or listen to the unit on page 13 of *Work and You*. Show the D.O.T. and discuss any questions. The career briefs can be compared with the D.O.T.

Discuss the different classifications found on page 13 and 14 of this unit.

Equipment and Materials Used:

Work and You - Part III

Tape recorder - optional

Dictionary of Occupational Titles - 3 copies

Career briefs

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Grade 8

SESSION ___

ACCENT ON LISTENING 7

THE ECHO GAME

Objective:

To learn that listening is an active task, not a passive one.

Suggestions to Teachers or Counselors:

The seating arrangement for this activity can be carried out in any manner. A suggested arrangement is to have the groups sit in inner and outer circles with half the group acting as participants, half as observers. The activity can be done with any age group and takes 15 to 20 minutes.

Once the activity is completed, a discussion can be held on how the echoing rule affected individuals. No doubt many of the students will find they need to improve listening skills because they are so involved in what they will say once the other person stops talking.

The group leader will start a discussion on a subject of special interest to the group. (Current events, spectator sports, dating, a new craze).

After the discussion is underway, interrupt the class and tell them that before anyone speaks, he must first repeat what the previous speaker has said, to that person's satisfaction. Inform the observers to count the number of participants who give accurate accounts of what the previous speakers have said and to notice if the participants are actually listening to each other.

When the discussion is over, participants and observers should exchange places and repeat the process.

Equipment and Materials Used:

An interesting discussion subject of special interest to a group.

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SESSION ___

THE CAREER DEVELOPMENT PROCESS 4

Objective:

To help students develop vocabulary, plans, and activities that will refine their career choices.

Suggestions to Counselors or Teachers:

Develop a summary form to enable students to list preferences on job level, job type (structured or unstructured), technical or academic aspects, and job fields.

Examples of formulation, crystallization, and implementation of ideas other than mentioned in the article should be presented by the students.

Procedures:

Students are to read the article on page 17 and 18 of the Career Development booklet Work and You. Students should complete the summary form after completing the article.

Materials and Equipment Used:

Work and You - Part III

Tape recorder

Summary Form

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SESSION ____

THE CAREER DEVELOPMENT PROCESS

SUMMARY FORM

1. What are the three steps in the Career Development Process?

   ____________ ____________ ____________

2. What is a structured career? ____________________

   ____

3. What is an unstructured career? ____________________

   ____

4. Define these terms:

   Technical ____________________
   Academic ____________________
   Job Field ____________________
   Job Level ____________________

Job Preferences

Job Fields	Job Levels	Job Type	Job Program
Scientific	Engineer	Unstructured	Academic

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Grade 8

SESSION 4

STARTING YOUR CAREER RESEARCH

Objective:

To have students develop a systematic way of researching occupations.

Suggestions to Counselors or Teachers:

Have the students list several career titles in their Career Builder Folder for further research and exploration.

Procedures:

It is important that you become aware of and learn to use various sources of career information. To carry this out, you must develop a systematic way of researching occupations. This unit, Starting Your Career Research, is found on page 21.

Equipment and Material Used:

Work and You - Part III

Tape recorder - optional

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SESSION ____

ONE-WAY AND TWO-WAY COMMUNICATION [1]

Objectives:

To show the superior functioning of two-way communication through participatory demonstration.

To examine the application of communication in family, social, and occupational settings.

Suggestions to Teachers or Counselors:

The group size should contain a minimum of ten. The amount of time required for the activity is unlimited. The participants should be facing the student who will be demonstrating and sitting in such a way that it will be difficult, if not impossible, to see each other's drawings. During the first phase of the exercise the demonstrator turns his back to the group. It is possible to allow the class to pick the individual who is to give directions clearly. This person would be the demonstrator, and the rest of the class will be listeners who will follow the demonstrator's directions.

Procedures:

Today we are going to discuss communication and how it works. The differences in one-way communication and two-way communication are:

In one-way communication the person talking tells the individual who is listening something, and the message ends the communication. Some examples of one-way communication are a lecture, written directions for a test, and memorandums.

In two-way communication the person who receives a message can ask for it to be clarified, or for more details. This will make it possible for both the sender and receiver of the message to have increased understanding. Some examples of two-way communication are discussions and questions-and answer periods.

The class will choose a person who they feel capable of giving directions clearly. This person will act as the sender. The rest of you will be the receivers, and you will need a pencil and two sheets of paper. One sheet is to be labeled Chart I and the other labeled Chart II.

(The sender should be outside of the classroom, but within hearing range of the class. He is to receive Diagram One and instructed to explain it so well that each student will be able to make one exactly like it).

ONE-WAY AND TWO-WAY COMMUNICATION - (Continued)

The remainder of you are to be receivers and are to follow the sender's directions without having any communication with the sender or anyone else in the class. (A teacher or counselor is to make the following chart on the chalkboard. Also, note the time the sender begins).

ONE-WAY COMMUNICATION Time _______		TWO-WAY COMMUNICATION Time _______	
Estimated Accuracy	Actual Accuracy	Estimated Accuracy	Actual Accuracy
5			
4			
3			
2			
1			
0			

(When the student sender has completed, record on the chart the amount of time he took).

Okay, all students are to estimate how many figures they have drawn correctly. (Record the responses on the chart).

We want to know how you felt during the activity. How do you think the student sender felt? (Allow time for answers). Now let's hear how the sender thought he and the group felt. (Ask sender to comment).

The second part of the activity will now begin. This is the two-way communication demonstration. The student sender will face the class and explain to you Diagram Two clearly and completely. This time the group may ask questions, and your sender is permitted to reply; however, he is not to use gestures. (Record the time and estimated accuracy).

(Teacher or counselor is to show the drawings to the class by holding them up or copying them one at a time on the chalkboard. Each student is to record his actual accuracy. To be correct, a figure must be the right shape and in proper relation to other figures).

Some results observed:

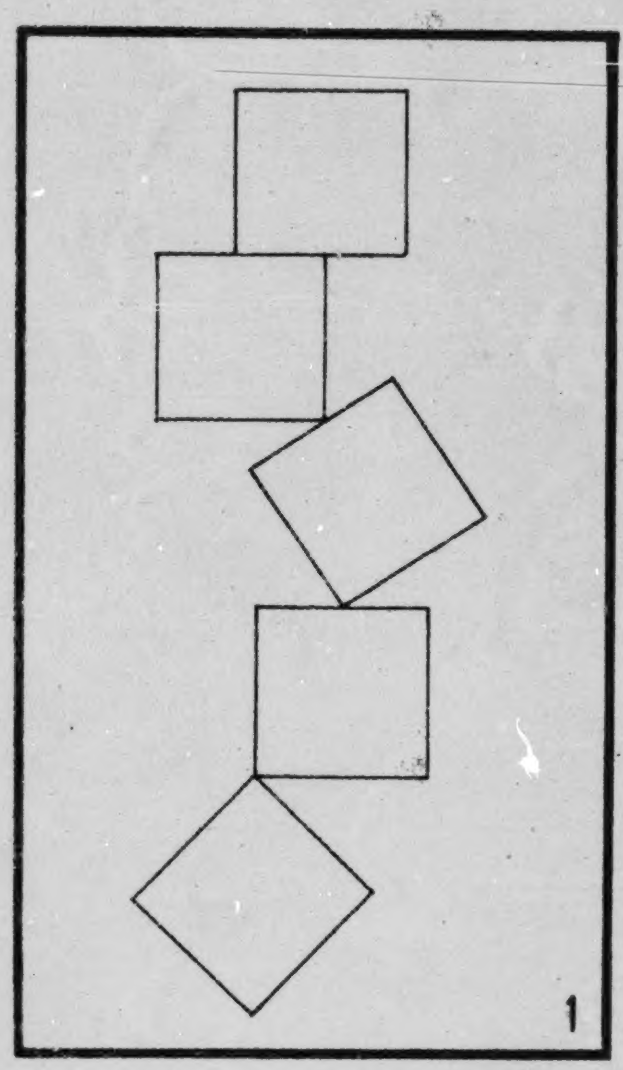
1. Two-way communication takes more time.
2. Two-way communication should result in greater accuracy in students' drawings.
3. One-way communication makes the student sender feel relatively confident; the group, uncertain and frustrated.
4. Two-way communication makes the student sender feel frustrated and even angry; the group is relatively confident.

(Have a class discussion on the results achieved by the class. Compare the relevance of the experiment to oral and written reports and to small group activities).

Equipment and Materials Used:

Chalkboard, chalk, and eraser.
Two sheets of paper and a pencil for each participant.
Reproductions of Diagrams One and Two.

AN EXPERIMENT IN COMMUNICATION



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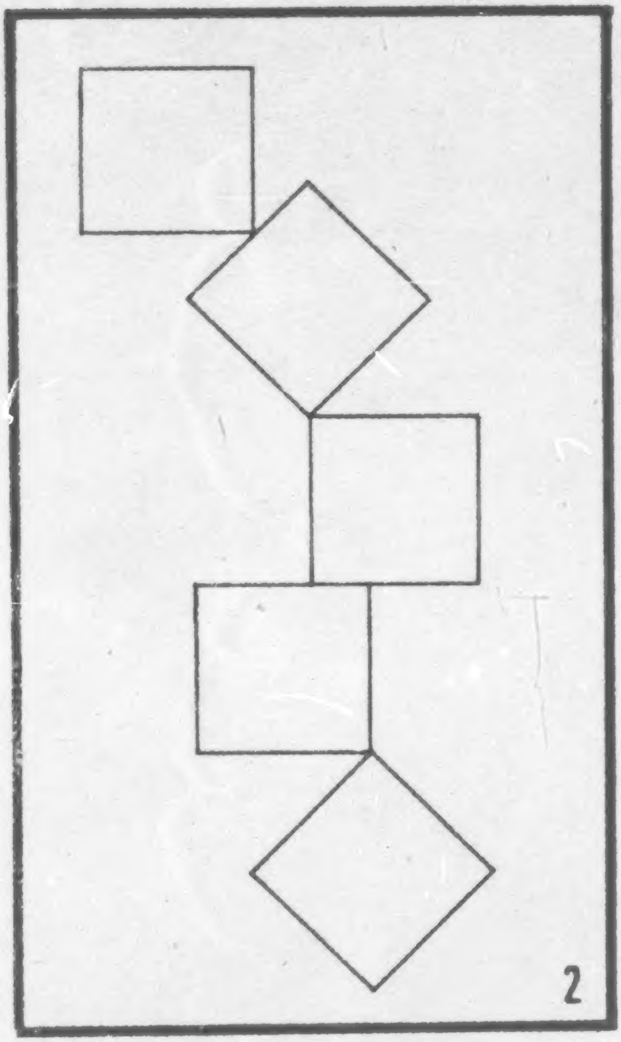
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Lower Dauphin School District
Grade 8

SESSION ___

THE ART OF LISTENING

Objective:

To develop the art of listening by recognizing the distinction between hearing, a purely physical process, and listening, a skill that must be learned.

Suggestions to Teachers or Counselors:

Advance preparation on your part will ensure successful tape sessions for the series on effective communication. You should listen to each tape as you prepare each session.

Make note of the materials needed for each session.

Many of the taped activities require a set time for group response. The time period has been allowed for in two ways:

1. Providing a tone on the tape as a signal to turn the tape off (students can volunteer to time the activities).
2. Providing blank tape for the required time limit and letting the recorder run.

As you listen to this tape, keep in mind the room in which you will be meeting and its seating arrangement. You can then make note of any rearrangements necessary for the grouping sequences suggested for the activities.

The tape is, for the most part, self-explanatory. The narrator on the tape gives the instructions for the activities so the teacher or group leader need not take on this function in the group. This procedure is deliberate. It is necessary for you to know ahead of time what will be happening in the session. However, once the session is under way, we feel you should be an active participant with your students. The recorded instructions free you from playing the role of teacher and disciplinarian. The focus of the group will be on each other instead of on one person acting as leader.

A measure of your success in taking on the role of participant would be having an outside observer remark that it appeared the group had no leader and, furthermore, didn't need one!

Procedures:

The session today will involve developing the art of listening by recognizing the distinction between hearing, a purely physical process, and listening, a skill that must be learned.

THE ART OF LISTENING (Continued)

The only materials you will need are a blank sheet of paper and your pencil. Notes are not allowed. (Allow time for students to get pencil and paper).

Exercise III: Non-Verbal Communication

This exercise requires four volunteers. If finding four to volunteer is a problem, pick numbers or randomly select names from a list and assure those chosen the exercises will not be too difficult.

Assure the volunteers there is method to the madness. Do not allow them to use any props such as paper, pen, wallets, watches. Do not permit them to make noises. If you feel three minutes is too long for this exercise, do not hesitate to shorten the time.

Exercise V: Rumor Chain

You will need to organize this exercise. Begin by whispering a "rumor" to one person who in turn whispers it to another until it has been circulated around the entire group. Use one of the rumors below. If needed, divide the class into groups of 8 to 15.

"Rumors" for use in the final exercise on tape 1: THE ART OF LISTENING.

(1) "Yesterday I was driving in the rain (snow). I came to a stop sign and tried to put on the brakes, but the wheels locked and I skidded through the intersection. At the same time a pick-up truck was coming from my right and was just starting up after stopping for the sign. I thought for sure I was going to hit the truck, which was loaded with farm vegetables. I spun around, just missing the truck, and wound up in someone's front yard with only a dented fender from a fire hydrant."

(2) "The true story is like this: She had been drinking before she went swimming. So when she got into deep water she wasn't sober enough to rescue herself. This other fellow on the beach tried to swim out, but he was scared away by the sharks in the water. Since she couldn't swim, and she knew she couldn't fight off the sharks, she let herself drown instead. So it was really suicide, you see."

(3) "At the U. S. Military Base at Pearl Harbor you'll be chased away if you want to go there wearing a peace symbol. The military commander of the area said that the peace symbol often identifies a trouble-maker or "hippie type" and that they often cause trouble. Not always, he says, but often enough to make it worthwhile to keep them off. So when you go to visit the base, even if you're not in the military, they make you take off any peace symbol."

(4) "Life Magazine receives a lot of its information from the CIA or the Internal Revenue Service. When the tax men think some figure (like Jimmy Hoffa) is not paying tax, but they can't prove it in

THE ART OF LISTENING (Continued)

court, they release their information secretly to Life. Life then prints a special report on the person, which is probably as harmful as a prison sentence. But, of course, the release of such information to a magazine by a federal agency is illegal.

Equipment and Materials Used:

Tape player
Blank paper and pencil
Stop watch or watch with second hand
Tape #1: The Art of Listening

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SESSION ___

SPEECH MANNERISMS AND BODY LANGUAGE

Objectives:

To help increase awareness of how and why people use mannerisms.

To introduce the newly popular science of kinesics or, more commonly, body language. This is designed to make participants more aware of the messages they send and receive non-verbally.

Procedures - Part I - Speech Mannerisms:

Professor Paula Ferguson introduces part one of the tape. At the completion of the tape the narrator asks listeners to discuss why Professor Ferguson sounds so false.

After the discussion, a brief description of speech mannerisms is given and some examples presented. The narrator proposes that mannerisms hurt clear communication more than they help. Honest and accurate communication is nearly free from speech mannerisms.

Exercise I: Identifying Speech Mannerisms:

Ask two volunteers to carry on a three minute conversation in front of the class. The two are asked to leave the room while deciding a topic.

When the volunteers return, they are asked to carry on their conversation while the rest of the group observes. They are not told the group will be listening carefully for any speech mannerisms they use. (Three minutes of blank tape is provided as a timing device). Hold a discussion about the mannerisms noted.

Following the discussion by the entire group is a series of six taped examples of common speech mannerisms. After each example, turn the tape off for a few minutes to discuss what the mannerisms mean. Then turn tape back on for the narrator to give one possible interpretation.

Equipment and Materials for Identifying Speech Mannerisms:

Copy of "Commonly Used Speech Mannerisms"
Tape recorder

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Lower Dauphin School District
Grade 8

SESSION ___

AWARENESS OF FEELINGS

Objective:

To point out the importance of feelings in communication and to help participants become more aware of their own feelings.

Suggestions to Teachers or Counselors:

Advance preparation on your part will ensure successful tape sessions for the series on effective communication. You should listen to each tape as you prepare each session.

Make note of the materials needed for each session.

This tape calls for a handout sheet for each participant. Stencils are provided to enable you to prepare sufficient copies when needed. Activity cards for this tape are also provided.

Many of the taped activities require a set time for group response. The time period has been allowed for in two ways: 1. Providing a tone on the tape as a signal to turn the tape off (students can volunteer to time the activities);2. Providing blank tape for the required time limit and letting the recorder run.

As you listen to this tape, keep in mind the room in which you will be meeting and the seating arrangement. You can then make note of any rearrangements necessary for the grouping sequences suggested for the activities.

The tape is, for the most part, self-explanatory. The narrator on the tape gives the instruction for the activities so the teacher or group leader need not take on this function in the group. This procedure is deliberate. It is necessary for you to know ahead of time what will be happening in the session. However, once the session is under way, we feel you should be an active participant with your students. The recorded instructions free you from playing the role of teacher and disciplinarian. The focus of the group will be on each other instead of one person acting as leader.

A measure of your success in taking on the role of participant would be having an outside observer remark that it appeared the group had no leader and, furthermore, didn't need one!

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AWARENESS OF FEELINGS (Continued)

Procedures:

This session is concerned with Awareness Of Feelings. We want to point out the importance of feelings in communication and to help participants become more aware of their own feelings.

The materials you will need are pencil and paper. We will give you a handout sheet containing a list of words used to describe feelings. Do not limit yourself to this list as you may be able to come up with better expressions of feelings.

Exercise I: What Do You Feel?

To demonstrate how we tend to express what we think instead of what we feel, the narrator next asks the participants to write down an answer to one question. The question is simply, "What do you feel about this tape so far?"

Most participants will invariably write down what they think rather than what they feel. This is especially true if the group is in a high school. In school feelings are usually considered far less important than thoughts. Students are constantly asked for what they think, but rarely for what they feel. They find the shift from talking about thoughts to feelings difficult.

Exercise II: Five Feelings

(Encourage students to consider: Were any feeling areas avoided, when in all probability they were experienced? Did you become more aware of your own feelings while listening to the feelings experienced by others in the group? No more than ten minutes should be used in the discussion on Exercise II).

Exercise III: Verbalizing Feelings And Reading Others

(Move desks or chairs so members of each trio face each other. Assure the participants that it is acceptable not to say anything about another's feelings. Some may not feel they know others well enough).

The narrator now allows time for the group to divide into smaller groups of three. This expression allows expression of feelings on a non-threatening level. Participants share what they feel about this course, not only this particular tape session but the whole year's work -- whether it's a high school class or family relationships.

One person volunteers to share his feelings with the group. Before doing so, the other two members of the trio tell what they think the third person feels about the course. This exercise provides a chance for the verbalizing of one's own feelings and for perceiving those of others.

Silence for some may be a more honest response than a false or meaningless answer. Silence itself can be a significant comment.

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AWARENESS OF FEELINGS (Continued)

The tape provides examples of people talking about feelings, as well as an example of a person saying, "I feel . . ." and then expressing an opinion instead of a feeling.

Following this exercise on the tape are examples of three communication breakdowns caused by a lack of feeling awareness.

Exercise IV: In-Touch, Out-Of-Touch

This activity involves the use of role-playing cards. Each card contains something for two people to do. (Two volunteers at a time are used here to decrease unwillingness or possible embarrassment). The purpose of this exercise is to sensitize the entire group to observing emotions in the two volunteers, as well as to put the volunteers themselves in touch with their own feelings.

The cards ask for some simple action designed to provoke feelings on the part of those doing the exercise. The two perform the action and tell the group what they felt while doing the activity described on the card. The group then votes whether or not they feel the person is telling what he really felt, by holding up either the in-touch or the out-of-touch card. For example, a person who just blushed for one minute and then claimed he felt comfortable would not be honestly admitting his feeling. Discussion is the most important part of this exercise.

DIRECTIONS: Tear out the cards and place them face down next to the tape recorder. Do not reveal their contents before the exercise.

As this exercise involves exposing one's feelings, make sure the volunteers are mature enough to handle the situations. (Check the role-playing cards).

Have the participants tear off the in-touch and out-of-touch cards from their handout sheets.

Discuss the out-of-touch votes. Vote on the two volunteers separately and ask both to give their feelings.

This exercise can be done as many times as you like. Eight cards are provided. Make up others if you wish, or eliminate any you feel are inappropriate.

Exercise V: Sharing Feelings About Events

The next exercise is designed to give all participants in distinguishing thoughts, opinions, and feelings. Members of each group simply share feelings on topics such as school, parents, death, the draft, summer vacation, getting up Monday morning, swimming, parties, dreaming - or just about anything. Whenever one member of the group gives a thought or opinion instead of a feeling, the rest of the group informs him and helps him to find a true feeling on the topic.

ESEA Title III, Project 164
Lower Dauphin School District
Grade 1

AWARENESS OF FEELINGS (Continued)

DIRECTIONS: Divide the class into groups of six. If a person has no feeling on a topic, or doesn't want to express one, this decision should be respected. Exercise will take about 10 minutes.

Exercise VI: Sharing Feelings About People

The final exercise is one that many people find difficult. This one asks participants to express feelings about another directly to that person's face. The feelings expressed are to be positive ones so that the exercise does not become a negative criticism experience. The narrator asks the groups of six to stand together in a tight circle. One person at a time goes around the inside of his circle, stands in front of each person, takes that person's hand as in a handshake, looks him squarely in the eye, calls him by name, and expresses some impression or feeling he has for him. Each person in the group follows this same procedure.

Because of the cultural influences that mitigate against telling others our personal feelings, this exercise might prove difficult for some. However, the fact that everyone is asked to do the same thing may help ease the anxiety. Teenagers often giggle or laugh and find it difficult to be serious during this exercise. If such a reaction occurs, it will be valuable material for the discussion to follow.

The narrator then asks for a discussion (participants remaining in the small groups) on the feelings experienced during the exercise. This discussion can last as long as the group has time for or wishes. Some groups will take longer than others.

DIRECTIONS: Suggestions for questions to talk about are listed on the handouts. Hopefully, they will not be needed. If you do use them, do not adhere to them rigidly.

ESEA Title III, Project 104
Lower Dauphin School District
Grade 8

SESSION ____

DISCUSSION TECHNIQUES AND ANALYSIS
INNER-OUTER CIRCLE

Objectives:

To provide an opportunity for the student to listen with understanding to another groups point of view.

To provide an opportunity for the student to present his own view rationally and authoritatively within his own group.

To realize, through discussion, that all people within a group do not subscribe to the same viewpoint.

To learn, through discussion, that some personal ideas must be subordinated to the group and that a group's ideas must be compromised for general understanding.

To provide a vehicle for intelligent coordinated discussion of controversial issues.

To develop consideration for others.

To develop personal responsibility in group discussion.

To promote creative thinking.

To consider multiple solutions to problems.

Procedures:

Films, values voting, values ranking or a prepared statement can be used to elicit opposing points of view from the class on any issue. When individual opinions have been identified, arrange chairs in two concentric circles making sure there are an equal number of chairs in each circle. Seat the students in each circle according to similarity of opinion. For example: Students sharing similar opinions are seated in the inner circle, and students who share opposing opinions are seated in the outer circle. A time limit should be established for the inner circle to share their opinions, during which no one else in the room is permitted to speak. At the end of the allotted time, have the students in the inner circle switch seats with those in the outer circle. The new members of the inner circle should be allowed the same amount of time as the others.

Then arrange the chairs in one large circle. The same time limit which applied to the smaller circles will apply to the large circle.

At this time, permit questions from those who did not participate in the discussion group. These questions can be directed to individuals or sub-groups within the original discussion group.

ESEA Title III, Project 164
Lower Dauphin School District
Grade 8

SESSION ___

BODY LANGUAGE

Objective:

To show how gestures - movement of facial features, hands, and posture - play an important role in communication. Scientists estimate as many as 700,000 different body gestures exist.

Procedures:

Exercise I: Brainstorming Body Idioms

The first body language exercise asks the entire group to brainstorm and make a list of body words and phrases used to express feeling. After the brainstorming session, the narrator calls for a group discussion on why we so often use body words to express feelings.

No one answer exists to the question of why body words are used to express feelings. The value of the question is to provoke discussion that will reveal the deep relation between our body and our feelings.

Equipment and Materials Used:

Copies of the body words list
Body Language - by Julius Fast, Lippencott, 1970
Video tape recorder

Exercise II: Staring Contest

To illustrate eye contact as a form of communication, two volunteers have a staring contest. (The two will rarely be able to complete the one-minute time without looking away or breaking into laughter). Take time for the two volunteers to tell their feelings and for the group to discuss the meaning of eye contact. The narrator points out that even the location and posture each person in the group takes communicates a message.

Two examples show the effectiveness of eye-to-eye communication: A girl who has taken part in civil rights demonstration was advised that, if a policeman confronted her, to look straight into his eyes. "Make him see you as another human being and he's more likely to treat you as one," she was told.

An American visiting in Tel Aviv noticed rather uncomfortably that "People not only stared right at me on the street, they actually looked me up and down. I kept wondering if I was uncombed, unzipped, or if I just looked too American." A native friend explained that Israelis think nothing of staring at others on the street. The problem was the American's training, which taught him that prolonged eye contact is either threatening or too intimate.

ESEA Title III, Project 164
Lower Dauphin School District
Grade 9

SESSION ___

BODY LANGUAGE (Continued)

Exercise III: Non-Verbal Messages in the Group

The final exercise on the tape is a group discussion on the messages sent non-verbally to others in the group.

If you were able to video-tape the earlier conversation, show the visual record to the group and have them comment on the body talk they observe. If using a video tape, do not play back the audio as it will be distracting.

If needed, hand out copies of the body mannerisms list to guide the conversation.

Equipment and Materials Used:

Copies of the body mannerisms

ESEA Title III, Peoject 164
Lower Dauphin School District
Grade 8

SESSION ____

BRAINSTORMING

Objective:

To teach students to respect and build on their own and others' creative abilities and to acquire the experimental frame of mind necessary for effective problem solving. Brainstorming can often bring out some very useful suggestions as well as increase the students' involvement in learning.

Suggestions to Teachers or Counselors:

This exercise can be used with any age group and can be completed within a class period.

Procedures:

Choose a specific planning task for the class beforehand. (Some suggestions: How to make a better mousetrap, ways to cooperate more effectively in a group, how to make the classroom more attractive).

Introduce the topic of brainstorming. It can be described as a first step in problem solving, a method for getting out the maximum number of ideas for consideration. Emphasize that the only rule is to spill out ideas as quickly as possible without criticism of your own thoughts or the thoughts of others.

Divide the class into random groups of three to five students. Each group should have paper or blackboard space. Have each group select a recorder.

Start with a practice session, instructing the groups to think of as many things as they can that the class does in a day. The recorder lists these on the paper or blackboard. By using blackboard space the group has visual access to the data.

After five minutes stop the listing, and have the groups quickly count and share the number of items recorded. Every contribution is recorded and no group is allowed to make a judgment about any thought offered by another member.

Ask these questions of the group: Did everyone get a chance to put in his ideas? Were you able to avoid criticizing others' contributions?

After the practice session, announce the classroom project you have chosen and take a few minutes for questions and clarification.

BRAINSTORMING (Continued)

Give the groups ten minutes to record their ideas. (If any groups lose steam ahead of time, encourage them to keep trying).

Ask each group to choose its two most important ideas to be shared with the entire class.

Use the blackboard to show that everyone can see how many ideas emerged in a short time.

Select a planning committee to combine ideas.

Analysis:

Ask the class the following questions:

1. Was this a good way to get your ideas listened to?
2. Did many good ideas come out?
3. Can you think of other times we might use this method of sharing ideas in the class?

Equipment and Materials Used:

Paper - blackboard and marking pens or crayons for recorders.

ESEA Title III, Project 164
Lower Dauphin School District
Grade 8

SESSION ____

ORIENTATION - PART I

DAUPHIN COUNTY TECHNICAL SCHOOL

Objectives:

To provide and discuss information which will concern the four (4) technical and eighteen (18) vocational programs of the Dauphin County Technical School.

To prepare the students for a visit and tour of the Dauphin County Technical School.

Suggestions to Teachers or Counselors:

An explanation of the terms technical and vocational career choice.

Give each student a booklet explaining the Dauphin County Technical School.

The Reader-Printer could be used to make copies of those programs of interest. This would eliminate giving a booklet to each student.

An explanation of the visit and tour of the Dauphin County Technical School can be discussed.

It might be necessary to plan two sessions for discussion concerning the Dauphin County Technical School. Teacher or Counselor will make this decision.

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Lower Dauphin School District
Grade 8

SESSION ____

ORIENTATION FIELD TRIP - PART II
DAUPHIN COUNTY TECHNICAL SCHOOL

Objectives:

To provide an opportunity for the eighth grade students to visit and tour the technical and vocational areas of the Dauphin County Technical School.

To begin one of the first steps in deciding whether or not the student will consider academic, vocational, or technical training.

Suggestions to Teachers or Counselors:

Arrange to have bus transportation well in advance of the trip.

It might be practical to have half the grade go one day and the other half another day.

If half the grade goes at a time, make arrangements to let the students know the day they are going.

ESEA Title III, Project 164
Lower Dauphin School District

APPENDIX IV

ESEA Title III, Project 164
Lower Dauphin School District
Grade 9

THEME: The Future and You   9th grade

Reasons for selecting ninth grade:

Many important decisions need to be made before a student enters senior high school. Possible career goals, academic curriculum choices and vocational curriculum planning involve many students during this important school year. Active participation in occupational studies and experiences are needed so that students will be able to make valid decisions about their future.

Reasons for selecting theme: "The Future and You"

This theme emphasizes to all ninth grade students the opportunities, as well as the problems, that await them beyond the junior high school years.

Trial population:

Boys: 183   Girls: 172   Total: 355

ESEA Title III, Project 164
Lower Dauphin School District
Grade 9

THEME: The Future and You

SESSION 1

GET ACQUAINTED SENSITIVITY SESSION

Objectives:

To introduce students to the counselor in an informal atmosphere to promote awareness. An explanation of the guidance program and the students' involvement with it can be introduced at this session.

Suggestions to Teachers or Counselors:

Always promote an atmosphere of informality. Discipline should be kept to a minimum and emphasis should be placed on self-knowledge. There will be no grading in this program.

Procedures:

A very simple sensitivity technique will be employed to facilitate the introduction procedure. Students will be asked to choose a partner they do not know very well. Using chairs, they will sit in groups of two face-to-back. The student in the rear will then verbally introduce himself to his partner for five minutes. His partner may not comment or make a motion. After five minutes they reverse procedure and the student in front changes seats, and in five minutes repeats by introducing himself.

All students are then asked to sit in a circle beside their partners. Each student then introduces himself as his partner. Students are less self-conscious with this procedure. When all introductions have been made, the counselor can introduce himself to the group.

The counselor can follow this with a commentary and overview of the program for the year.

Equipment Used:

Program outline for the year for each student to insert in guidance folder.

ESEA Title III, Project 164
Lower Dauphin School District
Grade 9

SESSION ___

GETTING ACQUAINTED

Objectives:

To facilitate the involvement of individuals in a newly formed group.

Suggestions to Teachers or Counselors:

The group size can contain an unlimited number of triads. The time required is fifteen minutes. The triads should be separate from one another, as much as possible, to avoid the influence of outside noises.

Procedures:

1. The triads are formed. Criterion for formation is not to know the other members of the triad.
2. Participants in each group name themselves A, B, or C.
3. Phase one,
   - A. Participant A takes three minutes to tell participants B and C as much about himself as he feels comfortable in doing.
   - B. Participant B repeats this process.
   - C. Participant C repeats this process.
4. Phase two.
   - A. Together, participants B and C take two minutes to tell participants A what they heard him say and what they infer from what he has said or left unsaid.
   - B. Participants C and A repeat this process for participant B.
   - C. Participants A and B repeat this process for participant C.

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Lower Dauphin School District
Grade 9

SESSION 1a

IMPROVISING 4

Objectives:

1. The student will define the term "improvising."
2. The student will be able to "improvise" solutions to selected problems given in the classroom.
3. The student will list the goals and achievement he would most like to obtain in his future.
4. The student will analyze his personality to determine the amount of self-confidence he possesses.
5. The student will define the term "self-confidence."

Suggestions to Teachers or Counselors:

Re-search definitions for personality and self-confidence so that you feel secure in any discussion with students. Use role-playing techniques if you are not familiar with this procedure. These techniques will help you feel more comfortable with your students.

Procedures:

1. All students will read the chapter "Improvising," the slower students following along while the chapter is read to them on tape.
2. Volunteers from the class will role-play in certain situations that require improvisation for solutions to "life" problems.
3. Students will be given a list of objects or qualities which are measures of success. Each student will rate these qualities in terms of desirability and attainability.
4. After a brief discussion of the term "self-confidence," each student will answer a series of questions posed by the teacher, dealing with reactions they would have in certain situations. Through an analysis of answers, the students will determine the amount of self-confidence they possess.

Equipment Used:

Tape recorder - Mimeographed sheets

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Lower Dauphin School District
Grade 9

SESSION

PRELIMINARY PROJECT EVALUATION[5]

Objectives:

To utilize a projective test in evaluating the project COPE (Career Opportunities Potential Evaluation).

Suggestions to Teachers or Counselors:

It is important to inform students that this is not a test for an academic grade. (Those sections of the test posing problems for poor readers should have that section of the test read by the instructor. Another possibility would be to tape those test sections. Check with reading specialists for a section evaluation). Inform the students that this test is being used to evaluate the program. They will be taking the test at the beginning and at the end of the school year.

Procedures:

Before administering the test, give an explanation of the need for evaluating any new program. It is necessary to impress upon them that the program is designed for them in accordance with their needs. If our methods for presenting materials and experiencies are strong or weak, it is important for us to know this for revision of the program.

Equipment Used:

Test booklets - Answer sheets

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Lower Dauphin School District
Grade 9

SESSION 2a

LADY LUCK [4]

Objective:

The student will be made aware of the value of combining their talents, time, efforts and leisure time activities into a program of career planning that will be helpful to them, rather than depend on luck alone.

Suggestions to Teachers or Counselors:

Stress the importance of being prepared for opportunities so that when they arise a student can take full advantage of this situation.

Procedures:

This particular lesson lends itself to a dramatic presentation based upon the dialogue used on page 11 and 12 of Career Development Service (Part IV). Before you begin the play, you may wish to write the quotation, "Luck is the corner where opportunity and preparation meet," on the board. Ask students to reflect upon it and try to determine its meaning. Do not spend too much time on discussion at this point because its purpose is to create readiness. Ask for three volunteers to play the roles of Narrator, Joe, and Mike. Give copies of the play to these three students. At the front of the room place a street sign indicating the corner of Main and High. You may wish to use signs bearing the words "Opportunity" and "Preparation" for additional symbolism. After the play has been presented, return to a discussion of the quotation written on the board. Make certain that students understand the importance of both opportunity and preparation. Ask students for examples of success taken from their own lives and lives of adults that illustrate the meaning of the quotation. Use creative dramatics based upon the situation pictured at the bottom of page 12 if time permits.

Equipment Used:

Four copies of play based upon the dialogue in "Lady Luck."

Sign post with names of streets.

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Lower Dauphin School District
Grade 9

SESSION 3

CAN DROPOUTS SUCCEED?[4]

Objectives:

To present a realistic view of the dropout. To promote "It's what a person does with the talents he has that determines failure or success." To show that dropouts can be successful but that their chances for success can be greater with more education.

Suggestions to Teachers or Counselors:

Be as objective as possible in presenting the "dropout." Personal prejudices about educational or academic inferiority should be de-emphasized.

Procedures:

Ask students to mention the jobs persons who left high school before graduating are performing. List on board and discuss and analyze these jobs from the standpoint of promotion, pay, responsibility, etc. This will follow reading "Can Dropouts Succeed?" from Part IV, The Future and You, Career Development Service.

Show film "Dropping Out: Road to Nowhere" - Part I and II - 24 minutes - Dauphin County Vocational Technical School.

Equipment Used:

Sound - Filmstrip - "Dropping Out: Road to Nowhere"
Record player Filmstrip projector

ESEA Title III, Project 164
Lower Dauphin School District
Grade 9

SESSION 3a

DROPPING OUT

(Continued) 2nd Session

Objectives:

To help individual students to clarify their own values rather than simply accept in entirety the values of a group or society. To help students to understand all the ramifications of "dropping out."

Suggestions to Teachers or Counselors:

Try to avoid giving prejudiced opinions of "dropping out." Be as objective as possible.

Procedures:

Present the filmstrip "Four Who Quit" and encourage open discussion for the remainder of the period.

Equipment Used:

Filmstrip - "Four Who Quit" - Dauphin County Technical School - 34 minutes in length

Filmstrip projector

ESEA Title III, Project 164
Lower Dauphin School District
Grade 9

SESSION 4

INTRODUCTION TO VPI (VOCATIONAL PLANNING INVENTORY) 13

Objectives:

To explain and clarify to the student why he is taking this test. The test results are needed for decision making about vocational curriculum programs in our technical school. Students make this decision at the end of ninth grade.

Suggestions to Teachers or Counselors:

The memory section of this test is difficult to comprehend. This class period may be an appropriate time to explain that particular section.

Procedures:

The appendix of the VPI Program Manual can be used to explain what the test measures. The "Values-Personal" section should be emphasized. A more specific explanation in terms of scores should take place when test scores are returned to the students. Students should be helped to fill in the grid on the answer sheet.

Equipment Used:

VPI test booklets

Program Manual

Answer sheets

ESEA Title III, Project 164
Lower Dauphin School District
Grade 9

SESSION 4a

(EXPLORATION OF TESTING VOCABULARY: VALUES) 13

Objectives:

The student will, after defining and interpreting six personal values, more correctly apply them to the inventories and evaluations which will measure his understanding of the program. He will reach some conclusions about his strengths and weaknesses in each area by honest self-appraisal.

Suggestions to Teachers or Counselors:

Familiarize yourself with these definitions which can be confusing to students. They are listed in the VPI testing materials manual.

Procedures:

Practical Mindedness - Achievement - Variety - Decisiveness - Orderliness - Goal Orientation . . . .

An understanding of these values is imperative before a student's growth within the program can be evaluated or his understanding of the testing material assured. This session could be loosely structured in two (2) parts:

1. After a general discussion of what the word Value means, the class would be asked to orally submit various interpretations of each value, followed by a brief discussion, after which the best interpretation would be selected and compared with the booklet's interpretation.

2. The teacher may then hand out a list of the six values and have the student appraise his own strength in each area based on a scale of 1 - 5, 1 being very strong - 5 being very weak. Often students think of themselves in general terms - such as popularity with opposite sex, scholastic ability, etc., but don't have to think in terms of values. This session should help them to understand how specific values shape their lives.

Equipment Used:

VPI manual for testing

ESEA Title III, Project 164
Lower Dauphin School District
Grade 9

SESSION 5

FINDING YOUR FIELD OF INTEREST[4]

Objectives:

Explanation of how interests can be related to occupations. Make students aware of techniques available to help them discover and utilize their interests. Introduce students to the exploratory interest survey.

Suggestions to Teachers or Counselors:

Make students aware that it is possible for interests to change as their knowledge grows and they become more mature. Emphasize the importance of interests and abilities correlating for occupational success. One without the other spells failure. Give examples: ex. artistic ability but no interest in the art field - therefore, no self-discipline, hard work to encourage the artistic ability.

Procedures:

Work and You - Page 19 - read and discuss. Select exploratory interest survey and fill out.

Equipment Used:

Part III student manuals

Interest Surveys

Answer sheets

ESEA Title III, Project 164
Lower Dauphin School District
Grade 9

SESSION 6

CAREER DEVELOPMENT PROCESS[4]

Objectives:

Students need to develop vocabulary plans and activities that will refine career choices. They need to learn some basic terms and concepts that relate to career planning.

Suggestions to Teachers or Counselors:

Develop a brief summary form to help students list preferences on job level, job type (structural or unstructural), technical or academic aspects, and job fields.

Procedures:

Use Career Development Service Part III, "Work and You" - Page 17; "The Career Development Process" - stress only Page 18 - explaining following terms: technical, academic, job field and job level. What is the difference between a structured and unstructured career.

Equipment Used:

Work and You - Part III student manuals

Summary sheets for job level, etc.

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Lower Dauphin School District
Grade 9

SESSION 7

INTRODUCTION OF SENIOR HIGH CURRICULUM

Objectives:

To introduce ninth grade students to their actual curriculum choices.

Suggestions to Teachers or Counselors:

It is important to give students an overall three-year view of requirements, emphasizing the sophomore year. Try not to overwhelm them.

Procedures:

Using a visual example, explain number of credits and requirements for graduation. Using a "handout" show sophomore requirements for all students and for individual courses. On the handout, show schedule with blanks for fill-ins.

Equipment Used:

Blackboard or overhead

Individual handouts

ESEA Title III, Project 164
Lower Dauphin School District
Grade 9

SESSION 7a

(CURRICULUM EXPLANATION BY SUBJECT TEACHERS)

Objectives:

Given a discussion of course requirements and elective choices, the student will more effectively make selections based on his needs and interests within the English curriculum.

Suggestions to Teachers or Counselors:

Meet with heads of departments so you are aware of course changes and requirements. Outline three year requirements for graduation and discuss and explain courses to students.

Procedures:

Because of the quantity of material to be covered, the teacher will have to dispense as much information about each course, the necessary English graduation requirements, and the ability level of English electives as possible. Perhaps the teacher could secure some anonymous student reaction to several of the courses - particularly popular choices such as Literature of the West and Comic Literature, since the course description of each is somewhat misleading.

Equipment Used:

Curriculum Guide for Senior High School

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Grade 9

SESSION 8

CHOOSING YOUR HIGH SCHOOL COURSE[4]

Objectives:

To help students select the high school course which will be best for them.

Suggestions to Teachers or Counselors:

Although it is important for students to make valid decisions, it should be emphasized that people change and grow with experiences and are not "locked" in forever by ninth grade decision-making.

Procedures:

Chapter "Choosing" - Page 31 - read and discuss. Try to promote questions and clarify ideas on different courses.

Equipment Used:

Workbooks

SESSION 8a

ACTUAL COURSE SELECTION

Objectives:

To help students fill out actual course selection blank for their sophomore schedule.

Suggestions to Teachers or Counselors:

Check "handouts" before approaching actual "selection blank."

Procedures:

The ninth grade counselor will direct this session. Each student will receive a "blank" and proceed to make his selection of courses with the counselor's guidance.

Equipment Used:

Course selection blanks and handbooks

ESEA Title III, Project 164
Lower Dauphin School District
Grade 9

SESSION 9

EXPLORATION OF SPECIFIC AREA TECHNICAL SCHOOL OCCUPATIONS - HIGH SCHOOL LEVEL

Objectives:

To familiarize all students with occupations involved with our technical school training.

Suggestions to Teachers or Counselors:

Try to emphasize ability levels within all occupational fields. Ex. Quantity Foods - waitress, restaurant manager, etc.

Procedures:

Using auditory and visual materials to expose the students to the occupations. Try to answer all questions about academic courses as well as technical ones. Emphasize that technical training is not ended with graduation from high school. Trade schools, colleges, nursing schools are open to those students with the necessary academic qualifications.

Equipment Used:

Auditory and visual aid equipment

ESEA Title III, Project 164
Lower Dauphin School District
Grade 9

SESSION 9a

AREA TECHNICAL SCHOOL
CURRICULUM EXPLANATION

Objectives:

To expose all ninth grade students to the opportunities at our technical school, which they could be entering their sophomore year.

Suggestions to Teachers or Counselors:

Try to promote a positive atmosphere toward a technical curriculum. Promote a field trip to the school within two weeks.

Procedures:

The Director of Guidance at the technical school will present his program and allow for discussion and questions on their curriculum. Present students at the technical school should participate by answering questions.

Equipment Used:

Curriculum books from technical school

ESEA Title III, Project 164
Lower Dauphin School District
Grade 9

SESSION 10

EXPLANATION OF DISTRIBUTIVE EDUCATION CURRICULUM

Objectives:

The technical school teacher will explain the distributive education curriculum and opportunities in this field.

Suggestions to Teachers or Counselors:

Explain to students that they may never go into this career field, but there are many opportunities in distributive education for part-time work during their years as teen-agers.

Procedures:

The technical school teacher will present his program to all students. A panel discussion could be presented as an assembly for all ninth grade students. Participants on the panel could be two people in the retail management field and a student or graduate of the program at the technical school. Encourage interested students to visit the distributive education area at the technical school and, with cooperation from that school, schedule visits to local retail, wholesale sales outlets.

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Lower Dauphin School District
Grade 9

SESSION 10a

DAUPHIN COUNTY TECHNICAL SCHOOL APPLICATIONS

Objectives:

To allow all students interested in the technical school to fill out applications. The other students will explore occupations on filmstrips in small groups.

Suggestions to Teachers or Counselors:

Provide a quiet activity-centered session that will be valuable to all students.

Procedures:

The ninth grade counselor will help students to apply to the Technical School. He will explain procedures, etc. The other students should be directed to explore filmstrip "Occupations," and the teacher should act as group leader in discussion which will follow.

Equipment Used:

Career Loops - vocational school occupations (see index)

8mm movie projector

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Lower Dauphin School District
Grade 9

SESSION 11

EXPLORING OCCUPATIONS

Objectives:

The student will be able to explore occupations, especially those offered at technical school, with people working in those specific areas.

Suggestions to Teachers or Counselors:

Use double classroom with each professional person set up to discuss their occupation with about five students. Students can move from one area to another.

Procedures:

Encourage professionals to use visual aids to explain the many occupations in their general field and list by educational level. Try to promote students questions and open discussion of specific occupational factors. ex. hours, physical labor, etc.

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Lower Dauphin School District
Grade 9

SESSION 11a

YOUR LIFE STYLE

Objectives:

To make students aware that a person's style of life depends very much on a career he chooses.

Suggestions to Teachers or Counselors:

Promote objectivity by the student in discussing his personal life style. Fantasy will play a large part in the discussion. Try not to discourage individual students from "reaching" beyond what *you* may think he is capable of achieving.

Procedures:

Chapter - *Your Life Style* -- use this for basis of discussion. Discuss life styles of people in certain occupations. Try to show relevancy and correlation of life style and occupation. Use Structured Group Activity - "Status."

Equipment Used:

Workbooks

Booklet - *Structured Group Activities* (see index)

ESEA Title III, Project 164
Lower Dauphin School District
Grade 9

SESSION 12

JOB FAMILIES

Objectives:

To expose students to the general areas of job families and the implication of their choices within these families.

Suggestions to Teachers or Counselors:

After introduction to job families using a "handout", have students in groups by choice, work up a collage of families, one per family, using old magazines.

Procedures:

Using career development materials on overhead show the job families with each student, using "handouts" for notes - "handouts" will parallel materials used on the overhead projector.

Have students choose "job family" group to work on a collage using old magazines. The collage can show people, things, ideas relating to their job families.

Equipment Used:

Overhead projector - handouts - poster board and magazines - scissors and glue - felt markers

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Lower Dauphin School District
Grade 9

SESSION 12a

MARKET RESEARCH[4]

Objective:

The student will become alert to the desirability of researching his or her career aims and goals before making educational and training commitments to achieve them.

Suggestions to Teachers or Counselors:

Avoid sexual discrimination in occupation discussions. All occupations are people occupations, not male or female.

Procedures:

Tell students on a previous day to bring all of their information concerning their personality traits, abilities, and interests to today's session. Ask the students to list the fields they are interested in based upon the "Interest Survey." Have students relate their fields to the "Job Picture for 1980 - An Official Report" on page 22 of Career Development Service . . . (Part IV), in order to test the future demands in those fields. Ask the students how they can find their big job with a future. List the correct answers on the board. Add any sources they might have missed. Write the term "Market Research" on the board and discuss its meaning. Have many sources of job information with you and explain how each may be used. Use the rest of the period as an individual research activity so that students gain familiarity with the materials available. Some students may be permitted the use of the library or guidance office for further investigation.

Equipment Used:

Career Development Service . . . (Part IV), pp. 21, 22. Dictionary of Occupations. Occupational Outlook Handbook. Guidance office materials. Filmstrips and movies. Filmstrip projectors and movie projectors.

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SESSION 13

DISCUSSION OF VPI RESULTS [13]

Objectives:

To explain and discuss with students the results and implications of the VPI..

Suggestions to Teachers or Counselors:

Emphasize that these results show strengths, weaknesses, and average abilities. Tell students not to be overly concerned about low scores.

Procedures:

Give each student their individual profile. Explain the scores for each area. Open class for discussion about abilities and their relationship to occupations.

Equipment Used:

Test result profiles.

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Lower Dauphin School District
Grade 9

SESSION 13a

EVALUATION OF THE INTRODUCTION TO THE VOCATIONAL SCHOOL CURRICULUM

Objective:

The student should make us aware of resources we have not used in presenting the technical school curriculum.

Procedures:

The counselor should verbally familiarize the student with the procedures used to introduce the program. Working with small groups, try to get a valid evaluation of why the student chose vocational training at the local technical school, and what techniques we could utilize to help students make valid choices.

Possible Conclusions:

Reasons for choosing technical school training: (1) Want to work with hands, relevant experiences in shops (2) Positive reaction to technical training from parents (3) Siblings have gone to technical school (4) Pleasant physical facilities (5) More liberal policies than home school.

Possible procedures that have not been utilized: (1) More visual aids of specific occupations at technical school (2) Have people in the specific interest occupation talk with students interested in that area of work (3) Spend at least a half day in the shop the student is interested in entering.

Equipment Used:

None

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SESSION 14

EXPLORATION OF OCCUPATIONS

Objectives:

To expose students to specific occupations within the larger area of job families.

Suggestions to Counselors or Teachers:

Try not to show personal prejudices about particular occupations.

Procedures:

Utilizing DOT (Dictionary of Occupational Terms) - OOH (Occupations Outlook Handbook) as well as microfilmed occupations, explore the importance of (1) training (2) wages (3) future (4) hours, etc. Try to eliminate untruths or myths about certain occupations. Encourage each student to explore in depth three (3) occupations.

Equipment Used:

DOT - OOH - Filmstrips of occupations.

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SESSION 15, 15a, 16

LIFE CAREER GAME[6]

Objectives:

To give students an opportunity to be involved in decision-making pertaining to life goals.

Suggestions to Teachers or Counselors:

Do not negate decisions made by individual students, and allow other students to contradict or discuss "wrong decisions." Facilitate "good" decision-making without being direct. (Teacher knows best?)

Procedures:

Using average "John", "Barbara" profiles - (Place pertinent data on blackboard). Make decisions for: scheduling, education beyond high school, career, life style. Using materials from *Life Career Game*, have small groups make certain decisions with majority of class discussing their plans. Session 15 - "John" . . . Session 15a - "Barbara" . . . Session 16 - Overall view of plans for both "profiles."

Equipment Used:

Life Career Game

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BARBARA

Barbara is 16 years old, entering her junior year in high school. She is very outgoing and has many friends. Involved with many activities, she is satisfied with her school record, which is a B average in the general course.

Barbara enjoys her Home Economic courses and sews fairly well. She likes clothes and has a part-time job as a salesclerk in a local store. Barbara is one of five (5) children in her family. Her father is an auto mechanic, earning $6,800 per year. Barbara's mother takes care of children in her home and earns approximately $3,500 per year.

Being a cheerleader and working part-time consumes Barbara's time, and she could probably do well in academic courses if she selected them. She is undecided about her future, but thinks she would enjoy working with children.

		H.S. Freshman		H.S. Sophomore	
V	average	Eng.	B	Eng.	B
Q	average	Gen. Math	A	W. Cult.	B
Voc.	average	Soc. St.	B	Bus. Math	A
		Science	B	Biology	B
		Home Ec.	A	Home Ec.	A
		P.E.	B	P.E.	B

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JOHN

John, age 16, is an average student. In junior high and first year high school he was placed in general classes, although he did take Algebra I and II, receiving the grade of C. John enjoys reading but spends a great deal of time out-of-doors hunting and fishing. Football is his favorite sport, and he participates on the team as a "second stringer."

John has one brother and a sister, and his father is a bookkeeper, earning $7,000 per year. His mother is a saleswoman in a clothing store. She makes $4,800 per year.

Undecided about an occupation, John has thought about the community college or a vocational school. He is a high C student and could do better if he could decide on an interesting career. His parents are encouraging him to find some goal to pursue.

		H.S. Freshman		H.S. Sophomore	
V	average	Eng.	C	Eng.	C
Q	average	Alg. I	C	W. Cult.	B
Voc.	average	Soc. St.	B	Biology	B
		Science	B	Alg. II	C
		Ind. Arts	B	Latin	C-
		P.E.	A	P.E.	A

SESSION 17

SCAMIN INVENTORY DISCUSSION[5]

Objectives:

To discuss the results of the second Scamin testing.

Suggestions to Teachers or Counselors:

The evaluation should show weaknesses of program. Discuss this openly. Students should not fear negative criticism of group leader.

Procedures:

Give frank appraisal of group test results. Explain both positive and negative results. Encourage students to evaluate the values they were to have received instructions about and their relevant worth to the student. Discuss how the weaknesses could have been encouraged or taught.

Equipment Used:

Scamin test results.

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SESSIONS 17a, 18 and 18a

OCCUPATIONAL EXPLORATION

Objectives:

To present broad occupational experiences to keep the individual's general education through the structured group activities.

Procedures:

Utilizing three main types of occupational experiences, classes will be grouped so that in three class sessions, all students will be exposed to all the materials.

The first type would be filmstrips, career loops, that could be set up for approximately ten students to use. The value of all students in the group watching the many loops would be the exposure to career information about occupations they would not normally choose to watch.

The second type would be the work kit which can also be used by ten people to explore a variety of occupations within their interest and ability range.

The final type is to allow the more occupationally sophisticated student to choose one particular occupational title to read and print for personal use. The Reader-Printer and decks of Penn-Scripts are necessary for this group activity. Each student should have an opportunity to learn to use this piece of equipment so that they will be familiar with it for future reference.

Equipment Used:

- Reader-Printer
- Film-loop projector
- Occupational Kits -
  - A. SRA Occupational Exploration Kit
  - B. Occupational Research Service
  - C. Work Widening Occupational Roles Kit
- Acousti-Fone System
- Filmstrip projector

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Theme: Advanced Values Workshop--The Actualization and Clarification of Values.

Rationale For Using Grade 9:

This workshop has been adapted from the Valuing--Teacher Training Kit II, Argus Communications.

To benefit from the advanced material in this workshop the student should be of a more mature nature. In a world that is as fast-changing as ours--where students are questioning traditional values and life styles--it is quite evident that the young person have some deeper understanding of his personal value system and why he values the things he does.

The program is the last in a series of three value experiences. Hopefully, through these experiences students will have come to a better understanding of their values, and of the many changes that occur within themselves, as they meet others in a world that is constantly changing.

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Grade 9

Session ___
Introduction of Values[3]
Workshop

OBJECTIVE:

To give an experiential understanding of values.

SUGGESTIONS TO COUNSELORS OR TEACHERS:

It is necessary to have a pre-workship preparation. The teachers who will assist with the workshop should become familiar with the various activities and the accompanying materials. This can be done by using the Leader's manual. The length of the values workshop is approximately six hours. It will be necessary to plan five or six class periods to present the workshop to your students.

PROCEDURES:

"Place Perception Posters in appropriate areas of the workshop room before the participants arrive."

"Place the three large geometric shapes on the tables in the room. Shuffle the individual geometric shapes (to be used as name tags) and place in a conspicious area by the entrance with the sign reading "TAKE ONE". Additional materials will be needed if working with a group larger than fifteen. The students are to match their individual shapes to the shapes located at the tables where they will be seated."

"Set up the tape recorder and get the introductory section of the tape ready to play."

"The first part of this tape is intended to provide, along with the posters, an environmental setting to tease the perceptual acuity of the participants. Along with the sound collage it is suggested to add other ingredients such as incense."

"The initial instructions for the first activity, group formation, and group introduction follow the sound collage on the tape. The tape is divided as follows:

Environmental sound collage...............................	25 minutes
Instructions for group formation and introductions......	5 minutes
Silence...	10 minutes

It might be necessary to adjust the length of the sound collage to a shorter time.

EQUIPMENT AND MATERIALS USED

A. Leader's Manual—Argus Communications

B. Perception Posters (7)

C. Tape Recorder

D. Tape—environment section with the workshop introductions.

E. Large geometrical shapes for group (Table identifications)(6)

F. Geometrical shapes for personalized name tags (5 ea. of 6)

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Lower Dauphin School District
Grade 9

Session ___
Identifying Values[3]
Part I

OBJECTIVES:

To involve students in a series of activities designed to assist in exploring the question of values in education.

To identify your values.

To clarify your values.

SUGGESTIONS TO COUNSELORS OR TEACHERS:

Refer to the Leaders Manual on page 11. Item #1, A Question of Values has been adjusted for student use.

PROCEDURES:

Give each student a Value Sheet #1, "A Question of Values". Define what a value really is and where you think you get your values. Then describe what you think the purpose of value education is. Allow five to seven minutes to complete this value sheet.

EQUIPMENT AND MATERIAL USED:

Leader's Manual

Value Sheet #1, "A Question of Values"

Pencils

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Grade 9

Session ___

Item 1: A Question of Values

1. A value is ______________________________

____

2. I believe my values come from ______________________________

____

____

3. I think the purpose of value education is ______________________________

____

____

4. List two or three values important to you______________________________

______________________________, ______________________________

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Session___
Identifying Values 3
Part I (continued)

OBJECTIVES

To involve students in a series of activities to assist in exploring the question of values in education.

To identify your values.

To clarify your values.

SUGGESTIONS TO COUNSELORS OR TEACHERS:

Refer to the Leader's Manual on page 14.

Students are to be reassemble into original groups.

PROCEDURES:

Give each student a Value Sheet #2, "Out of Sight". (Give directions as suggested in Leader's Manual, page 14.

Show the filmstrip: "Out of Sight".

Ask students questions as directed by instructions. Time allowed for this activity -- 3 minutes.

Group is to discuss one or two of the visual sequences. After discussion the selection of one visual in the sequence (s) assigned is to be acted out non-verbally, in a one-minute role-play. You will be allowed about seven minutes to discuss the group's visual selections and then decide how the group will role-play it. A rerun of the filmstrip will be shown again to refresh your memory. (Role-playing interpretations one-minute per group). When each group is finished, see if other participants can identify both the visual and non-verbal interpretations.

Check to see if group wants to know proper identifications for each visual. If majority so desires run filmstrip again and use Guide to identify each visual. Key is found on page 18. If group does not wish to go through filmstrip again go on to the next activity.

Play the summary Section I of tape, Identifying Values.

EQUIPMENT AND MATERIAL USED:

Leader's Manual

Value Sheet #2 "out of Sight"

Filmstrip--"out of Sight"

Filmstrip Projector

Tape--Identifying Values

Tape Recorder

Pencils

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Grade 9

Sessions_____

Clarifying Values 3
Part II

OBJECTIVE:

To help you clarify your own personal values.

SUGGESTIONS TO COUNSELORS OR TEACHERS:

Distribute items #3 and #4: "Value creations" (#3-cardboard cuts; #4-Value symbol sheets.)

Refer to the Leader's Manual. Page 23.

It will be necessary to have additional materials available, i.e. magic markers, scissors, scotch tape, pens and pencils for use by participants' use if they desire.

Students are to be reassembled in original groups.

PROCEDURES:

This activity is one that requires you to be as creative as you can. You will receive two cardboard cuts and a value-symbol sheet. You are to use these materials plus any additional material to make any type of value creation you want. This is to be your value creation; it should express what you as a person truly value in life. Try to set value priorities, i.e. the value most important to you, the least important, the ones you will eliminate. (Approximately 15 to 20 minutes to complete your value creations) Announce to the group when only five minutes remain.

The participants are to describe their value creations to the whole group. (One minute per person)

Now that you know more about your values and those of others in the group, you might want to discuss briefly in your small groups how you feel about this experience and any insights you have gained. You will have five minutes for this discussion.

We will now distribute item #5, "Value Creations Worksheet".

This worksheet is provided so you can make a personal evaluation of your value creation. Is this creation an accurate representation of your values, interests, beliefs and concerns?

Use the next five minutes to explore the clarification of your value system by writing your thoughts on the worksheet.

(Pause allow five minutes for discussion)

The next items to be distributed are items #6 and #7. "Man Grows Obsolete" news article; and Questions for Discussion.

Item #6 the news article "Man Grows Obsolete". You are to read the article and as a group try to identify the many value issues involved. The discussion questions are given to assist in exploring the article. You don't have to use them unless you want. You are to take around (15) fifteen minutes to read and discuss the news article. (Inform the group when they have five minutes left.)

The following person from each group will give a brief summary statement of your discussion and the value issues identified and clarified. What does such an article have to do with value education?

This is the last section of Clarifying Values. You are to listen to the summary section #2 on our tape. (This section of the tape has the second paragraph directed to the teacher. It is suggested that instead of playing the tape that it be read to the students. In this way the second paragraph can be adjusted to suit the students.)

EQUIPMENT AND MATERIALS USED:

Leader's Manual
Value Creation Cardboard Cuts, Items #3 (Two per person)
Value Symbol Sheets, Item #4
Value Worksheet, Item #5: "Value Creations"
News Article, Item #6: "Man Grows Obsolete."
Discussion Questions Sheet, Item #7
Tape: Summary Section for Part II (Optional)
Tape recorder (optional)
Magic markers, sissors, scotch tape, pens or pencils.

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Session ____

Actualizing Values[3]
Part III

OBJECTIVE:

To become aware of an important process—actualizing our values. (It's what you do with what you 've got that counts.")

SUGGESTIONS TO COUNSELORS OR TEACHERS:

Students are to be reassembled into original groups.

Distribute items #8, #9, and #10: Game: "If I could be........

Refer to the Leader's Manual.

PROCEDURES:

In this get together we are going to play a game called, "If I could be....' This game has a great deal to do with values. Your group will receive a sheet of instructions for the game. Select one member to read Part I out loud. Don't read Part II at this time. When your group has completed Part I, proceed to the second part of the activity. Make sure everyone in your group understands the instructions You will have twenty-five minutes for this game activity. (Refer to the Leader's Manual for the instructions.)

EQUIPMENT AND MATERIAL USED:

Leader's Manual

Item #8 - Game Cards (5 per person)

Item #9 - Game Symbols Sheet (1 per person)

Item #10 - Game Instructions Sheet (1 per group or table)

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Session ___

Actualizing Values[3]
Part III (continued)

OBJECTIVE:

To become aware of an important process--actualizing our values. (It's what you do with what you've got that counts.")

SUGGESTIONS TO COUNSELORS OR TEACHERS:

Students are reassembled into original groups.

Show the filmstrip section "When Values Meet."

Refer to the Leader's Manual.

PROCEDURES:

This next activity, "When Values Meet" is a filmstrip which requires more than just viewing it. It will call for verbal role-playing responses from you. A series of pictures will be shown each accompanied by a short talk from the person shown in the visual. You are to look at each person and listen carefully to what is being said and also try to grasp the feeling level as well. You are to imagine yourself to be the person he or she is talking to, in order to give a meaningful response to the monologue.

A person in each group is needed to volunteer to role-play the first response. (Allow time for a volunteer) Once the first volunteer has responded to the monologue another person in the group should take the part of the person on the filmstrip and try to keep the discussion going. You are to continue the role-play as long as anyone has comments that are relevant to the situation, either as the person on the screen or the one spoken to.

You are to respond member by member to the other situations presented. (Make sure everyone understands the directions.)

You will have approximately two to five minutes to role-play each situation Try to identify as fully as possible with the feeling level of the situation.

(Play the tape and show the filmstrip, using the guide book. At the completion of the film sequences are role-played an informal discussion can be held—sharing feelings, fears, etc. evoked by the situations they role-played.)

The next items #11 and #12: "Notes On Values." (#11-Fifteen value statements, #12-"Notes on Values" sheet.)

Each student has a sheet of fifteen value statements and a "Notes on Values sheet. Read each of the statements carefully. Consider each statement, rank them in your order of preference and paste them on the "Notes on Values" sheet. You can eliminate some and add your own statements if you wish.

At the completion of the ranking, each group is to discuss the similarities and differences of your ranking. You are to try and come to a group agreement on which value statement is most important. (Ten minutes to complete this exercise in value ranking.)

The last item #13: "Workshop Evaluation Forms."

You are now to complete the workshop evaluation form. Any suggestions or additional comments you think are appropriate will be appreciated. Thank you one and all for your fine cooperation.

EQUIPMENT AND MATERIAL USED:

Leader's Manual

Filmstrip and Guide Booklet: "Where Values Meet" section.

Some "Quotes and Notes" on values Item #11.

Ranking Values Sheet, Item #12.

Tape: summary section for Part III

Worksheet Evaluation Forms, Item #13. (Adjusted for student use)

Tape recorder, filmstrip projector, screen, blackboard or overhead projector.

Sissors, glue.

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Session____

Workshop

Evaluation Form "On Valuing"

1. Summarize your thoughts and feelings about the lessons you have completed.

____

____

2. Did the activities and experiences help you understand what values are?

___Yes ___No

3. Did the activities and experiences help you clarify your own values?

___Yes ___No

Please comment:____________________

____

#3. Which part of the workshop did you feel was the most effective?

___I: Identifying Values ___II: Clarifying Values ___III: Actualizing Values

Please comment:____________________

____

4. Rate the effectiveness of each activity (1 = excellent, 2 = very good, 3 = good, 4 = fair, 5 = ineffective).

___Group introductions

___Value Sheet #1

___Value Sheet #2

___Filmstrip: "Out of Sight"

___Value creations

___News article; "Man Grows Obsolete"

___Game: "If I Could Be...."

___Filmstrip: "When Values Meet"

___"Quotes and Notes" on values

Please comment:____________________

____

5. What did you think of the pace of the workshop?

___just right ___ too fast ___too slow

Please comment:____________________

____

6. Did the poster/sound environment at the beginning of the workshop have a conscious effect on you? ___Yes ___No

#6. Please describe: ____

____

7. How did you feel about the taped instructions introducing the first activity? ____

____

8. Suggestions and additional comments: ____

____

____

THANK YOU. WE GET BY WITH A LITTLE HELP FROM OUR FRIENDS.

The Publishers,
ARGUS COMMUNICATIONS
3505 N. Ashland Ave.
Chicago, Ill. 60657

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Grade 9

SESSION ___

PROCESS OBSERVATION GUIDES

Objectives:

To practice observing small group process.

To gain experience in feeding back process observation to a group.

To provide behavioral feedback to a group concerning its own functioning.

Procedures:

Participants take turns using the three Process Observation Guides while the group is engaged in working on tasks, such as "Group Tasks," 29; "Consensus-Seeking," 30; and "Problem-Solving," 31. The observers do not participate in the meeting but record their observations as they make them. At the end of the work period the observers make oral reports and may lead the discussion of the functioning of the group in the task situation. The facilitator may steer the discussion toward consideration of Bass' theory of personality orientations.* The Orientation Inventory might be administered, scored, interpreted, and shared within the group.

Equipment and Materials Used:

I. Self-Oriented Behavior Schedule.

II. Interaction-Oriented Behavior Schedule.

III. Task-Oriented Behavior Schedule.

---

* Bass, B. M. Manual for the Orientation Inventory. (Palo Alto, California: Consulting Psychologists Press, Inc., 1962).

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Student Name ______________________

SESSION ___

SELF-ORIENTED BEHAVIOR SCHEDULE

I. What behaviors seem more oriented toward meeting individual members' needs rather than helping the group to accomplish the task? (Examples - taking over the discussion, cutting off others, horsing around, not listening, being overly aggressive, nit-picking, smoothing over arguments, avoiding responsibility, etc.).

WHO DID IT?	WHAT DID HE DO?

II. What were the effects of the self-oriented behaviors which you observed?

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Student Name ____________________

SESSION ____

TASK-ORIENTED BEHAVIOR SCHEDULE

I. What behaviors were focused on attempting to accomplish the group's task? (Examples - getting things started, sharing information, organizing, giving opinions, making things clear, summarizing, checking-out consensus, etc.).

WHO DID IT?	WHAT DID HE DO?

II. What were the effects of the task-oriented behaviors which you observed?

____

____

____

____

____

____

____

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Grade 9

Student Name ______________________

SESSION ___

INTERACTION-ORIENTED BEHAVIOR SCHEDULE

I. What behaviors appear to be aimed toward helping group members to interact with each other effectively? (Examples - keeping members involved, bringing harmony to disagreements, reinforcing good contributions, relieving tension, encouraging cooperation, etc.).

WHO DID IT?	WHAT DID HE DO?

II. What were the effects of the interaction-oriented behaviors which you observed?

____

____

____

____

____

____

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Grade 9

SESSION ___

PROCESS OBSERVATION: A GUIDE[1]

Objectives:

To provide feedback to a group concerning its process.

To provide experience for group members in observing process variables in group meetings.

Procedures:

Participants take turns as process observers -- a different observer for each meeting. The observer does not participate in the meeting but records his impressions on the report form. At the end of the meeting the observer makes an oral report of the process he saw, and his report is discussed. It is helpful for the first observer to have had some experience and for the participants to see a copy of the form while he is reporting.

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SESSION ___

GROUP PROCESS OBSERVER REPORT FORM

Group meeting title ____

Interpersonal Communication Skills

1. Expressing (verbal and nonverbal)

2. Listening

3. Responding

Communication Pattern

4. Directionality (one-to-one, one-to-group, all through a leader, etc.)

5. Content (cognitive - to be aware or have knowledge of content)
(affective - relating to the content)

Leadership

6. Major roles (record names)

______________ Information processor
______________ Coordinator
______________ Evaluator
______________ Harmonizer
______________ Gatekeeper

______________ Follower
______________ Blocker
______________ Recognition seeker
______________ Dominator
______________ Avoider

7. Leadership Style

_____ Democratic _____ Autocratic _____ Laissez faire

8. Leadership Effects

_____ Eager participation
_____ Lack of enthusiasm
_____ Holding back

_____ Low commitment
_____ Resisting

Climate

9. Feeling tone of the meeting

10. Cohesiveness

Goals

11. Explicitness

12. Commitment to agreed upon goals

Situation Variables

13. Group size

14. Time limit

15. Physical facilities

Group Development

16. Stage of development

17. Rate of development

Observer Reaction

18. Feelings experienced during the observation

19. Feelings "here and now"

20. Hunches, speculations, ideas, etc., about the process observed